



## Application for Non-Public School Accrediting Agency

### Section I: Demographics

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- A. Name of Agency                      Tennessee Association of Christian Schools
- B. Physical Address                      602 Belvoir Avenue
- C. City                                      East Ridge                      State Tennessee                      Zip 37412
- D. Phone Number                      (423) 622-7310
- E. Website                                      www.tacs1.org
- F. Chief Operating Officer:              Charles Walker
- G. National, regional, or professional affiliations  
American Association of Christian Schools

### Section II: Member Schools

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- A. Number of member schools at the time of this application: 43
- B. Please provide names, addresses, and telephone numbers of member schools which have at least ten full-time students:
1. Name                      Bellwood Christian Academy  
Address                      1140 Middle Tennessee Blvd., Murfreesboro, TN 37130  
Phone                      (615) 890-5553  
Number of full-time students:                      15
  2. Name                      Berean Academy  
Address                      441 Berean Lane, Hixson, TN 37343  
Phone                      (423) 877-1288  
Number of full-time students:                      297
  3. Name                      Bill Rice Christian Academy  
Address                      627 Bill Rice Ranch Road, Murfreesboro, TN 37128  
Phone                      (615) 893-2767  
Number of full-time students:                      75

4. **Name** Bright Beginnings Christian Preschool  
**Address** 1827 Mill Street, Pulaski, TN 38478  
**Phone** (931) 363-4144  
**Number of full-time students:** 82
5. **Name** Brinkley Heights Urban Academy  
**Address** 3260 Macon Road, Memphis, TN 38122  
**Phone** (901) 324-3022  
**Number of full-time students:** 93
6. **Name** Calvary Baptist School  
**Address** 160 Dayco Drive, Dayton, TN 37321  
**Phone** (423) 570-8985  
**Number of full-time students:** 26
7. **Name** Calvary Baptist School  
**Address** 900 Sturgess Street, Kingston, TN 37763  
**Phone** (865) 717-9888  
**Number of full-time students:** 56
8. **Name** Calvary Christian School  
**Address** 4601 N. Terrace, Chattanooga, TN 37411  
**Phone** (423) 622-2181  
**Number of full-time students:** 140
9. **Name** Cedar View Christian School  
**Address** P.O. Box 143, Kingsport, TN 37662  
**Phone** (423) 245-6341  
**Number of full-time students:** 191
10. **Name** Central Baptist School  
**Address** 5470 Raleigh LaGrange Road, Memphis, TN 38134  
**Phone** (901) 386-8161  
**Number of full-time students:** 137
11. **Name** Christian Academy of Campbell County  
**Address** 2709 General Carl W. Stiner Highway, LaFollette, TN 37766  
**Phone** (423) 566-5294  
**Number of full-time students:** 78
12. **Name** Christian Academy of the Smokies  
**Address** 1625 Old Newport Highway, Sevierville, TN 37862  
**Phone** (865) 774-0012  
**Number of full-time students:** 86

13. **Name** Fairview Christian Academy  
**Address** 261 County Road 439, Athens, TN 37303  
**Phone** (423) 745-6781  
**Number of full-time students:** 120
14. **Name** Faith Baptist School  
**Address** 1301 Peach Street, Selmer, TN 38375  
**Phone** (731) 645-7411  
**Number of full-time students:** 19
15. **Name** Faith Christian Academy  
**Address** 627 S. Main Street, Jamestown, TN 38556  
**Phone** (931) 879-9137  
**Number of full-time students:** 79
16. **Name** Franklin Road Christian School  
**Address** 3124 Franklin Road, Murfreesboro, TN 37128  
**Phone** (615) 890-0894  
**Number of full-time students:** 314
17. **Name** Grace Christian School  
**Address** 828 Berclair, Memphis, TN 38122  
**Phone** (901) 683-8014  
**Number of full-time students:** 8
18. **Name** Hendersonville Christian Academy  
**Address** 355 Old Shackle Island Road, Hendersonville, TN 37075  
**Phone** (615) 824-1550  
**Number of full-time students:** 304
19. **Name** Heritage Baptist Academy  
**Address** 711 N. Houston Levee, Cordova, TN 38018  
**Phone** (901) 322-6300  
**Number of full-time students:** 81
20. **Name** Jonathan Edwards Classical Academy  
**Address** 1022 S. Graycroft Avenue, Madison, TN 37189  
**Phone** (615) 876-7291  
**Number of full-time students:** 38
21. **Name** Knoxville Baptist Christian School  
**Address** 2434 E. Fifth Avenue, Knoxville, TN 37917  
**Phone** (865) 524-3211  
**Number of full-time students:** 55

22. Name Lighthouse Christian School  
Address 5100 Blue Hole Road, Antioch, TN 37013  
Phone (615) 331-6286  
Number of full-time students: 617
23. Name Macon Road Baptist School  
Address 11015 Highway 64, Arlington, TN 38002  
Phone (901) 867-8161  
Number of full-time students: 556
24. Name Macon Road Baptist School  
Address 1082 Berclair, Memphis, TN 38122  
Phone (901) 867-8161  
Number of full-time students: 226
25. Name Maranatha Baptist Academy  
Address 453 Blue Springs Lane, Cleveland, TN 37311  
Phone (423) 614-8991  
Number of full-time students: 27
26. Name Metro Christian Academy  
Address 322 East Cedar Street, Goodlettsville, TN 37072  
Phone (615) 859-1184  
Number of full-time students: 89
27. Name Milan Christian Academy  
Address 4020 N. First, Milan, TN 38358  
Phone (731) 613-2800  
Number of full-time students: 94
28. Name Mount Pisgah Christian Academy  
Address 107 Old Hen Valley Road, Oliver Springs, TN 37840  
Phone (865) 435-4831  
Number of full-time students: 131
29. Name Pleasant View Christian School  
Address 160 Hicks Edgen Road, Pleasant View, TN 37146  
Phone (615) 746-8555
30. Name Priest Lake Christian Academy  
Address 3325 Anderson Road, Antioch, TN 37013  
Phone (615) 366-1423  
Number of full-time students: 14

31. **Name** Seymour Community Christian School  
**Address** P.O. Box 849, Seymour, TN 37865  
**Phone** (865) 577-5500  
**Number of full-time students:** 126
32. **Name** Shenandoah Baptist Academy  
**Address** 138 Osment Road, Cleveland, TN 37323  
**Phone** (423) 339-0992  
**Number of full-time students:** 43
33. **Name** South Haven Christian School  
**Address** 112 Academy Drive, Springfield, TN 37172  
**Phone** (615) 384-5073  
**Number of full-time students:** 428
34. **Name** Spring Hill Academy  
**Address** 2001 Campbell Station Parkway, Spring Hill, TN 37174  
**Phone** (615) 302-1273  
**Number of full-time students:** 123
35. **Name** Temple Baptist Academy  
**Address** 1700 W. Beaver Creek Drive, Powell, TN 37849  
**Phone** (865) 938-8180  
**Number of full-time students:** 207
36. **Name** Temple Baptist Christian School  
**Address** 66 Fairlane Drive, Manchester, TN 37355  
**Phone** (423) 728-4911  
**Number of full-time students:** 64
37. **Name** Tennessee Avenue Christian Academy  
**Address** 806 Tennessee Avenue, Bristol, TN 37620  
**Phone** (423) 989-4346  
**Number of full-time students:** 239
38. **Name** Tipton Christian Academy  
**Address** 2105 Highway 59 S, Covington, TN 38019  
**Phone** (901) 475-4990  
**Number of full-time students:** 165
39. **Name** Tri-Cities Christian Schools  
**Address** 1500 Highway 75, Blountville, TN 37617  
**Phone** (423) 323-7128  
**Number of full-time students:** 387

40. **Name** United Christian Academy  
**Address** 784 Highway 46, Dickson, TN 37055  
**Phone** (615) 446-0322  
**Number of full-time students:** 77
41. **Name** Victory Baptist Academy  
**Address** P.O. Box 1030, Shelbyville, TN 37162  
**Phone** (931) 684-8115  
**Number of full-time students:** 95
42. **Name** Victory Baptist Academy  
**Address** 1932 Fairview Avenue, Kingsport, TN 37665  
**Phone** (423) 247-1047  
**Number of full-time students:** 32
43. **Name** Woodlawn Baptist Academy  
**Address** 6083 Old Millington Road, Millington, TN 38053  
**Phone** (901) 358-5150  
**Number of full-time students:** 39

## Section III: Objectives and Philosophy

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List the administrative objectives and state the educational philosophy for your agency.

### A. Purpose and Administrative Objectives

The Tennessee Association of Christian Schools (TACS) was formed to provide an agency whereby Christian schools in Tennessee could obtain Christian guidance and educational services that would enhance the academic and spiritual credibility of member schools. A further purpose was to provide an opportunity for private Christian schools, who subscribe to TACS's Statement of Faith, to maintain high standards of spiritual and academic excellence.

Since the primary purpose of a Christian school is academic excellence and conforming young lives to the image of the Lord Jesus Christ, TACS was organized accordingly and is committed to complementing the educational and spiritual goals ordained by each school through professional services.

TACS affords Christian schools the opportunity to meet an established set of educational guidelines. It will provide materials, activities, and assistance for each school to develop the educational and spiritual growth of each student. The purpose of the association is not to limit or restrict the educational practices of individual schools, but rather to establish basic guidelines that all schools must meet in order to be considered a valid school.

The purpose of TACS could be summarized in the following ten objective statements:

1. To establish educational integrity and excellence.
2. To establish guidelines and services that are truly biblical and creationist in philosophy and methodology.
3. To maintain and improve the quality of Christian schools through professional services and programs.
4. To provide counsel and on-site assistance in establishing and developing Christian schools.
5. To promote the development of guidelines for all courses, curriculum, and other educational programs from a biblical framework and perspective.
6. To promote high standards of behavior consistent with the moral and spiritual standards of biblical Christianity as set forth in Scripture.
7. To promote and assist schools in maintaining financial integrity.
8. To preserve the freedom of Christian schools to exist as an alternative to public and private (non-Christian) schools.
9. To monitor state legislation.
10. To establish and maintain a relationship with the State Department of Education.

### B. Educational Philosophy

Christian schools have been called into existence by God to enhance the educational goals of the local New Testament Church and to assist parents in training their children, both academically and spiritually. Because the Christian school is normally an integral component of the sponsoring church's ministry, its philosophy and practices take on the tone of the faith and practice of the

church. Consequently, the compatibility of TACS and its member school's philosophy is the cooperative sharing of the same basic doctrinal truths set forth in the Word of God—truths that are based on a God-centered view of life and man as presented in the Bible, the infallible Word of God.

The philosophy of TACS is built upon the following Statement of Faith:

*We believe that the Bible, both the Old and New Testaments, was given by inspiration of God, and is infallible and our only rule in matters of faith and practice. We believe in divine creation; that man was created by the direct act of God and in the image of God. We believe that Adam and Eve, in yielding to the temptation of Satan, became fallen creatures. We believe that all men are born in sin. We believe in the incarnation, the Virgin Birth, and the Deity of our Lord and Savior, Jesus Christ. We believe in His vicarious and substitutionary Atonement for the sins of mankind by the shedding of His blood on the cross. We believe in the resurrection of His body from the tomb, His ascension to heaven, and His personal coming again. We believe that salvation is by grace, through faith in the atoning blood of our Lord and Savior, Jesus Christ.*

*We believe that this creed is a sufficient basis for Christian fellowship and that all born-again men and women who sincerely accept this creed should be separated from the world of apostasy and sin and should live together in peace, and that it is their Christian duty to promote harmony among the members of the Body of Christ, and also work together to get the Gospel to as many people as possible in the shortest time possible.*

Membership will not be afforded to those associated with members of or in accord with the World Council of Churches, the National Council of Churches, the Charismatic Movement, or the Ecumenical Movement. Because of the emphasis placed upon the New Testament local church, membership will basically be limited to church schools who meet the doctrinal and educational prerequisite for membership.

TACS exists as a service organization for the Christian schools who serve to assist parents in educating their children and living a Christlike life while functioning within society. The teaching of the Bible on a daily basis, the maintaining of an established educational program, and the developing of Christian character in the lives of students are the basic prerequisites of a Christian school, thus qualifying such schools for membership in TACS. The Word of God is the center of all activities and programs established and made available to member schools. The integration of Bible truths into all TACS functions is a prerequisite for such services. Since the fear of the Lord is the beginning of all knowledge and He (Jesus Christ) is to receive preeminence in all things, it is the convictional belief of TACS that member schools' philosophies must be built upon these presuppositional truths.

Standards have been set up by which schools seeking approval are examined. By definition the term "standard" is the level or degree of quality that is proper and adequate in regards to a specific purpose. Ideally, the approval standards should be met in every area of the school operation. The failure of a school to meet one or more of the standards does not necessarily preclude approval. These standards serve the Association as points of references and comparison in appraising the overall acceptability of the school. When an approved school fails to maintain high standards, agency-approval status will be withdrawn.

Attention is called to the fact that TACS has not looked to the world or to world standards in regards to approval. Rather, the questions are asked: What are God's standards? What is it in God's sight that makes a school acceptable?



We of the Christian community want to know: Are we getting the job done in such a manner as to bring honor and glory to our Lord and Savior, Jesus Christ? Are we producing the desired results? Will our youngsters be thoroughly prepared to go forth as capable, patriotic American citizens? Are we achieving our goals and objectives? Are students academically prepared to meet the demands of a society that requires a high level of academic competence? Are students prepared to display Christian character in their daily walk? Will they be dedicated Christians, citizens of heaven, confessing that they are but “strangers and pilgrims on the earth” (Heb. 11:13–16)?

God has commanded that all things be done decently and in order (1 Cor. 14:40). To achieve this end, God has endowed believers with spiritual gifts for the oversight and carrying out of the work of the church (Rom. 12:6–8).

To facilitate an orderly and maturing ministry, sound organizational and administrative procedures must be developed, as well as provision for personal and ministerial growth and development of the faculty and staff.

There are four “musts” involved in any successful learning situation:

1. There must be a capable teacher.
2. There must be a motivated student.
3. There must be information or subject matter to be taught and learned.
4. There must be a suitable place in which teacher, student, and subject matter are brought together for the teaching-learning experience.

With these in mind, the *Agency-Approval Manual* and *Self-Study Guide* state TACS’s philosophy by identifying what the agency (TACS) expects Agency-Approved schools to affirm and maintain.

## Section IV: Agency Employment Standards

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List educational and experience qualifications for the professional personnel employed by the agency.

### Educational Qualifications

1. **Executive Director**
  - (1) Bachelor of Science in Education (1963)  
Southwestern State College, Weatherford, OK
  - (2) Master of Teacher (1967)  
Southwestern State College, Weatherford, OK
  - (3) Professional Certificate of Educational Administration (1973)  
University of Oklahoma, Norman, OK
2. **Asst. Executive Director**
  - (1) Bachelor of Science in Education (1987)  
Tennessee Temple University, Chattanooga, TN
  - (2) Master of Science Education Administration (1997)  
Tennessee Temple University, Chattanooga, TN
3. **Asst. to the Ex. Director**
  - (1) Bachelor of Science in Secondary Education with proficiency in English and minor in math (1986)  
Tennessee Temple University, Chattanooga, TN
  - (2) M.Ed., Educational Administration & Supervision (1990)  
University of Tennessee, Chattanooga, TN
  - (3) Ed., D. Educational Administration & Policy Studies (2001)  
University of Tennessee, Knoxville, TN

### Experience Qualifications

1. **Executive Director**
  - (1) Classroom Teacher (1963–65)  
Binger Public Schools, Binger, OK
  - (2) Elementary Principal (1965–67)  
Sedan Public Schools, Mountain View, OK
  - (3) School Superintendent (1967–70)  
Davidson Public Schools, Davidson, OK
  - (4) School Superintendent (1970–75)  
Temple Public Schools, Temple, OK
  - (5) Principal K2–12 (1975–78)  
Trinity Christian Schools, Chattanooga, TN

(6) Executive Director (1978–Present)  
Tennessee Assoc. of Christian Schools  
Chattanooga, TN

**2. Asst. Executive Director**

- (1) Classroom Teacher (1987–2000)  
Fairview Christian Academy, Athens, TN
- (2) Principal (1990–2000)  
Fairview Christian Academy, Athens, TN
- (3) Teacher (2000–2005)  
Tennessee Temple University, Chattanooga, TN
- (4) Dean of Students (2002–2005)  
Tennessee Temple University, Chattanooga, TN
- (5) Assistant Executive Director (2005–Present)  
Tennessee Assoc. of Christian Schools  
Chattanooga, TN

**3. Asst. to the Ex. Director**

- (1) Classroom Teacher/Coach (1985–1987)  
Hamill Road Baptist School, Hixson, TN
- (2) Classroom Teacher/Coach (1987–1989)  
Grace Baptist Academy, Chattanooga, TN
- (3) Classroom Teacher/Coach (1990–1992)  
Tennessee Temple Academy, Chattanooga, TN
- (4) Principal/Classroom Teacher (1992–1995)  
Calvary Baptist School, Kingston, TN
- (5) Classroom Teacher (1995–1999)  
Berean Baptist Academy, Hixson, TN
- (6) Associate Professor and Director of Graduate  
Studies in Education (1999–2005)  
Tennessee Temple University, Chattanooga, TN
- (7) Adjunct Professor (2004–2007)  
University of Tennessee, Chattanooga, TN
- (8) Assistant to the Executive Director (2005–2013)  
Tennessee Assoc. of Christian Schools  
Chattanooga, TN

The established employment criteria for the Executive Director of TACS shall consist of, but not be limited to, the following prerequisites:

1. A Master's Degree in Educational Administration.
2. Experience as a classroom teacher and administration. A total of not less than five years of experience as a classroom teacher and five years as a principal.
3. A Christian.
4. Active in a local New Testament church.
5. Experience in writing and speaking.

## Section V: Agency Professional Employees

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List names of full-time agency professional employees, position title, and brief job description. Attach additional information as necessary.

<b>Name</b>	<b>Position/Title</b>	<b>Job Description</b>
1. Dr. Charles Walker	Executive Director	Professional Development Trainer. Director of all teacher- and student-related activities sponsored by the Tennessee Association of Christian Schools. Such activities include accreditation, agency approval, teacher certification, educators' convention, oversight of student activities, publications, etc.
2. Randy Scallions	Asst. Exec. Director	Professional Development Trainer. Teacher Certification Director. Director of all students-related activities. Such activities include Honor Society, Fine Arts, Bible, and Academic Competitions, assist in office management, and in other activities so designated by the executive director.
3. Dr. Brian Walker	Asst. to the Ex. Director	Professional Development Trainer. Director of Training Teachers Online and Training Preschool Teachers Online. Accreditation Director. Preschool Director. Proofreading professional publications. Assist in other activities so designated by the executive director.

## Section VI: Types of Membership

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A. Does your agency allow member schools to operate satellite home schools as defined in T.C.A. 49-6-3050(a)(2)?

Yes  No

B. Describe the levels or types of membership granted to schools in your agency.

Type of Membership	Description
1. Member	A Member School shall subscribe to the Statement of Faith, meet or exceed promulgated educational guidelines (Exhibit 1), and pay designated membership dues.
2. Accredited Member	An Accredited School shall meet the requirements of a Member School and, in addition, meet or exceed the requirements for accreditation. Such requirements and procedures are listed in the accreditation standards and self-study manuals.
3. Agency-Approved Member	An Agency-Approved School shall meet the requirements of a Member School, meet or exceed the requirements established for agency-approved schools, and meet or exceed the requirements established for accredited schools.
4. Associate Member	An Associate School shall meet the requirements of a Member School; however, the location of an Associate School is outside the geographical boundaries of the State of Tennessee.
5. Satellite Home School	A Satellite Home School is a home school that is educationally associated with a Member School and meets the Satellite Home School Policies and Guidelines promulgated by the Member School, the Association, and Tennessee Law. Satellite Home Schools will be excluded from “accreditation” or “agency-approval” status and prohibited from referring to themselves as an “accredited” or “agency-approved” school. A Satellite Home School is considered an integral part of a member school, and thus, subject to member school requirements.
6. Friend	A Friend is any Christian whose interest and support are in harmony with the purpose and practice of TACS and who agrees with the Statement of Faith. Friend members shall not operate a school and will be assessed a membership fee.

## **Section VII: General Policy for Accepting Member Schools**

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**Describe the general policy of the agency for accepting member schools. (Examples: funding source, denominational ties, meeting agency standards, etc.)**

- A. Membership in TACS is based upon established guidelines (Exhibit 1) promulgated by the TACS Executive Committee (officers and area representatives).
- B. Member schools and schools applying for membership must meet the following criteria:
  - 1. Complete a membership application that includes:
    - a. Name and address of school.
    - b. Name, address, and telephone numbers of pastor and principals.
    - c. The grades taught and the enrollment in each grade.
    - d. Additional information as contained on the membership application.
  - 2. Sign the Statement of Faith.
  - 3. Request a letter of recommendation from a TACS pastor or principal who is knowledgeable of the applicant's school program and school facilities. An on-site visit by the Executive Director or an appointed agent is required if a letter of recommendation cannot be attained by the applicant school. If a letter of recommendation is submitted in behalf of an applying school, the Executive Director can visit, if in his opinion an on-site visit is merited, the applicant's school.
  - 4. Submit the appropriate membership fee with the membership application. The membership fee is \$20.50 per student and staff member with a minimum fee of \$700.
  - 5. Meet the educational guidelines for TACS member schools.
- C. Each application for membership will be reviewed and approved by the Executive Director in accordance with the membership guidelines established by the TACS Executive Committee.

## Section VIII: Agency Member School Approval Process

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### School Approval Procedure

1. Initial approval process for a member school
  - a. The first step in the agency-approval process is a formal letter of request and an application from the applicant's school signed by the pastor of the sponsoring church or the principal of the school. The application for agency approval and accreditation must be sent to the office of the Executive Director of TACS.
  - b. Upon receipt of an *Application for Agency-Approval Status and/or Accreditation* (Exhibit 2) from a member school, the Executive Director will:
    - 1) Process the application. If all the questions on the application have not been answered, the application will be returned to the applying school with a written request for specific information not included on the initial application.
    - 2) Validate the application and send the applicant school the following materials:
      - (a) *Annual Evaluation of Agency-Approved Schools Checklist* (Exhibit 3). This checklist will be used by the initial on-site TACS Agency Approval and Accreditation Team to determine if the requirements for agency approval and accreditation have been satisfied. It will also be used thereafter by the agency-approval agent when conducting the Association's annual on-site agency-approval visit.
      - (b) *Instructions and Standards for Agency Approval*.
      - (c) *Accreditation Program Manual* (These materials consist of four parts).
        - (1) Introduction
        - (2) Instructions and Basic Standards
        - (3) *Self-Study Guide*
        - (4) School Manuals Guidelines
  - c. The applicant school will confirm a date with the Executive Director for the initial on-site evaluation visit. The members of the agency-approval evaluation team are selected by the Executive Director.
  - d. An accreditation committee composed of experienced educators ranging from four to eight members, depending on the applicant school's enrollment, will assist the Executive Director or designated TACS official on the initial agency-approval on-site visit. The length of the on-site agency-approval and accreditation visit will range from two to three days, contingent upon school enrollment.
  - e. Written responses to the *Self-Study Guide* questions (a requirement for accreditation and agency approval) must be sent to the TACS office and to the team members **four** ~~two~~ weeks prior to the initial on-site agency-approval and accreditation visit.



- f. The on-site agency-approval and accreditation visit will include evaluating the school's written responses to the *Self-Study Guide* questions, conducting on-site observations, identifying the fulfillment of the minimum requirements listed in the *Standards for Agency-Approved Schools*, evaluating the school's self-improvement plan and completing the *Accreditation Team Rating Form Re: Basic Standards for Accreditation* (See *TACS Accreditation Program Manual Section 7.0 Accreditation Team Information*).
- g. Areas evaluated by the evaluation team include:
- 1) Observing and evaluating teaching and administrative staff members.
  - 2) Evaluating the curriculum and corresponding standards and procedures.
  - 3) Evaluating teaching credentials and assignments.
  - 4) Evaluating office procedures and practices, student and teacher policies, and plant facilities.
  - 5) Comparing what is happening in the school with what the school says is happening.
  - 6) Completing the *Annual Evaluation of Agency-Approved Schools Checklist* (Exhibit 3).
  - 7) Identifying deficiencies and recommending a solution and time frame for eliminating such deficiencies.
  - 8) Conducting a preevaluation meeting with the principal. The principal will brief the committee in areas relating to the evaluation process.
  - 9) Hosting a teachers' meeting with the teaching staff during the evaluation. The questions listed on the *Accreditation Oral Questions for Teaching Staff* (Exhibit 4) will be used as a guide by the committee to solicit input from the teachers. This meeting serves to solicit information from the faculty and determine the "heart" of the faculty toward the school.
  - 10) Identifying the philosophical mission and purpose for existence.
- h. The length of agency approval is one year, at which time a school must file for renewal and be reevaluated by the Executive Director or qualified TACS official.
- i. The initial application fee for agency approval and accreditation is **\$550**. The annual agency-approval renewal fee is **\$250**, and the accreditation renewal fee is **\$300**.  
The initial application fee or renewal fee is non-refundable if a school is not approved for agency-approval status. One-half of the initial fees for agency approval and accreditation (**\$275**) must accompany the initial application.
- j. The school pays the expenses for the initial on-site agency-approval and accreditation team members. Expenses include meals, lodging, and travel. Travel will be calculated at the current IRS Standard Mileage Rate for each vehicle used in transporting the accreditation team to and from their homes. Team members shall be compensated **seventy-five** dollars (**\$75**) per day or a part thereof; the chair receives **one hundred** dollars (**\$100**) per day or a part thereof.

- k. The Executive Director or Assistant Executive Director will coordinate the schools to be accredited in an effort to minimize expenses. Accreditation, after a school has been granted initial agency approval, can occur independent of the annual agency-approval visit made by the Executive Director or an approved TACS representative.
  - l. The State Department of Education will be notified by the Executive Director when a member school attains agency-approval status.
  - m. TACS reserves the right to request a review of the school's agency-approval or accreditation status at any time there is sufficient reason to believe that the school has changed its course of direction by altering the approval standards. If, in the opinion of the Executive Director, a reevaluation visit is needed for accreditation and/or agency approval, the school will be responsible for the cost of the evaluation team's visit.
  - n. Waiver of TACS Agency rules. The TACS Executive Director is authorized to grant waivers to a school that does not comply with the rules and regulations of TACS only when officially requested by action of the Agency-Approved school's board of education. Waivers may be granted for no more than two (2) years in succession for the same violation in the same school provided; however, that such waiver may be extended for an additional period by the Executive Director if in his judgment additional time is required by the agency-approved board of education to secure the necessary funding for the removal of the condition which necessitated the waiver. (T.C.A. 49-1-203 amended)
  - o. Experimental Programs. The Executive Director in cooperation with an agency-approved school shall have the authority to initiate experimental projects to determine the effectiveness of innovations in content or in the administration of instructional programs, and to report the findings of these experimental projects to the TACS Education Commission on an annual basis. A written detailed proposal of the experimental project must be submitted to the Executive Director prior to the beginning of the school year and approved on a yearly basis.
  - p. Advertising Policy. Agency-approved schools desiring to advertise their approval status to the general public will use the following phrase: "Approved by the Tennessee Department of Education and the Tennessee Association of Christian Schools."
2. Annual reevaluation process for a member school
- a. An annual renewal application must be filed with the TACS office within 90 days prior to the expiration date stated on the initial or previous year's approval certificate. Agency-approval certificates are mailed to the school within two weeks to 30 days of the on-site visit.
  - b. The annual renewal process consists of but is not limited to the following:
    - 1) Complete an application for the renewal of agency-approval status (Exhibit 2) annually and submit to TACS.
    - 2) Schedule an on-site renewal visit with the Executive Director or appointed TACS agent. The purpose of this visit is to verify the school's status in relation to the items listed on the *Annual Evaluation of Agency-Approved Schools Checklist* (Exhibit 3). This evaluation is conducted with the school's lead administrator.

- 3) Discuss the previous year's deficiencies during the annual on-site visit and collect specified information requested by TACS, among which includes ACT scores, list of new library books and supplies, School Improvement Plan updates, curricular updates, and other information requested in a letter mailed in February to all agency-approved schools. The on-site renewal visit is normally conducted in late March, April, or May by the Executive Director or appointed TACS agent.
  - 4) Discuss the recommendations made by the previous Accreditation Committee. Accreditation is for five years; agency approval is for one year.
  - 5) Verify the school meets the educational guidelines promulgated by TACS for member schools, among which include T.C.A. 40-50-801 (Exhibit 1).
  - 6) Verify the school complies with health, safety, and sanitation requirements promulgated by the State of Tennessee.
  - 7) Verify the school satisfies federal law requirements applicable to Christian schools; these requirements are listed on the annual membership application.
  - 8) Conduct a visual inspection of the school.
  - 9) Pay an annual agency-approval fee.
  - 10) Report on deficiencies that could affect approval status.
    - (a) The school reports in writing and orally to the TACS Executive Director or TACS agent during the annual on-site renewal visit the present status of each deficiency listed in the previous report. [See 2b (3)]
    - (b) The school reports, when requested by TACS throughout the school year, on the status of deficiencies that have defined time and incremental correction steps.
    - (c) The school corrects deficiencies within the designated time frames set by TACS.
    - (d) The school is notified in October to submit a written status report of all deficiencies noted in the previous deficiency report. This report is due by November 1 of each year.
    - (e) The TACS office monitors all paperwork related to deficiencies submitted by a school to TACS. TACS notifies schools when paperwork is delinquent or inadequate.
    - (f) The Executive Director, Assistant Executive Director, or Accreditation Director visits every agency-approved school during the school year. The status of deficiencies is discussed at this time. [See 2b (3)]
- c. Reevaluation of information required for the renewal of agency approval shall include:
- 1) The *Annual Evaluation of Agency-Approved Schools Checklist* (Exhibit 3). Deficiencies are noted by the Executive Director or TACS agent on this form and communicated to the school's lead administrator; the school also receives written notification within two weeks to 30 days from the TACS office, including a list of the deficiencies discussed during the visit. Some deficiencies may have specific time frames for materials to be sent to the TACS office.

- 2) Documented or visual proof that items listed on the checklist (in-service days, number of school days, attendance, teacher assessment, curriculum, teacher evaluation, etc.) have been met or exceeded.
  - 3) Evaluation of the teaching staff's transcripts and teaching certificates. Official transcripts of all certified teachers and administrators are maintained in the TACS office. Each school must submit a *Summary of Employee Data* (Exhibit 5) to TACS by October 1. Schools that file late are contacted by the TACS office; they are also assessed a **\$250** late fee.
  - 4) Check the school's responses to deficiencies identified during the previous agency-approval evaluation. Deficiencies must be corrected in accordance with the recommendations made by TACS; deficiencies are described in a letter sent to the school within two weeks to 30 days of the on-site visit.
  - 5) The school is given a specific amount of time to correct deficiencies, usually not to exceed 120 days. Additional time (up to 12 months) may be granted in situations that cannot be corrected within 120 days and in some instances when the deficiency itself requires more time, for example, curricular initiatives. If a school refuses to address a major deficiency, the school loses its approval status, subject to an appeal by the school if an appeal is requested.
  - 6) The evaluation of procedural changes made by the school from the time of the school's previous agency-approval evaluation.
  - 7) Collect and verify the *Accountability for 190 Days and Plan for In-Service Training* (Exhibit 6). A written synopsis of on-site in-service training is given to the TACS agency-approval agent.
3. Revocation of approval/appeals procedure
- a. A member school that has been granted approval status shall lose its status if:
    - 1) Failure to continue enacting and enforcing agency-approval procedures and guidelines.
    - 2) Failure to correct deficiencies within a reasonable time frame; the time frame for correcting deficiencies is communicated to the school orally and in writing.
    - 3) Failure to respond to TACS when written updates on the status of deficiency corrections are requested.
    - 4) Failure to complete and submit the annual *Application for Agency-Approval Status and/or Accreditation* (Exhibit 2).
    - 5) Failure to maintain membership in TACS.
    - 6) Failure to conduct required fire, health, and sanitation inspections.
    - 7) Failure to adhere to applicable federal laws.
    - 8) Failure to complete and submit the *Summary of Employee Data* form (Exhibit 5) to TACS, including the certification of teachers.
    - 9) School Improvement Plan is not updated periodically—every two years.

- 10) Strategic actions plans listed in the school's *School Improvement Plan* go unattended.
  - 11) Curricula initiatives—goals and target performance objectives, core objectives, mapping (scope and sequences), and course outlines—are not maintained or used in the teaching-learning process.
  - 12) Failure to conduct comprehensive assessment (or focused assessment) teacher evaluations.
  - 13) Any act not listed herein so determined by the Education Commission and/or Executive Officers that discredit the process of agency approval herein described.
  - 14) The school drops its accreditation.
- b. A termination notice is mailed to the school, TACS Education Commission and/or Executive Officers, and the State Department of Education within ten (10) days of the expiration date noted on the approval certificate. TACS submits a list of all agency-approved schools to the State Department of Education in June; this list represents all TACS schools that renewed their agency-approval status and those schools that for one reason or another dropped agency approval. Schools left off this report from the previous year's report represent those who dropped their TACS agency approval.
  - c. A school with identified deficiencies must present a plan of action for correcting such deficiencies to the TACS office in 30 but not more than 60 days of the date of the initial on-site or renewal visit, the applicable of the two.
  - d. The school may appeal the findings of the on-site accreditation committee or the renewal agency-approval agent to the TACS Education Commission and/or Executive Officers appointed by the Executive Director or the Executive Officers. If the recommendations of the TACS on-site evaluation committee or renewal agency-approval agent are upheld by the Education Commission and/or Executive Officers, the school must correct the deficiencies or forfeit its agency approval.
  - e. The Education Commission will submit its ruling to the TACS Executive Officers, who reserve the right to overrule the Education Commission if, in their opinion, there is justifiable reason.
  - f. The State Department of Education will be notified by the TACS Executive Director if an agency-approved school's status has been revoked.
  - g. The appeal's procedure will include the following:
    - 1) The school will submit an appeal letter to the Executive Director of TACS within 45 days of the date of the initial or renewal on-site evaluation visit. A copy of the letter will be forwarded to the chairman of the Education Commission and/or the president of the Executive Officers.
    - 2) The Executive Director of TACS coordinates a site, date, and time for the appeal's hearing.
    - 3) The chairman of the initial on-site evaluation or the renewal agent, the applicable of the two, and an appointed official from the school must be present at the appeal's hearing.
    - 4) The Education Commission and/or Executive Officers will review the written evaluation report of the TACS on-site evaluation committee or renewal agent and

open the floor for comments from the appealing school. The appealing school will state its grievances to the Education Commission and/or Executive Officers. The TACS school-approval representative must be available to answer questions from the school representative and the Education Commission and/or Executive Officers.

- 5) The decision of the Education Commission, contingent upon final approval by the Executive Officers, shall be final. Unless otherwise determined by the Education Commission, the school must correct the deficiencies within the time frame originally established by the TACS accreditation committee or renewal agent.
  - 6) The decision of the Education Commission will be submitted to the Executive Officers and the Executive Director within five days of the date of the appeal's hearing.
  - 7) The Executive Director will forward the Education Commission's or Executive Officer's report to the appealing school within five days. The failure of a school to satisfy deficiencies will result in the revocation of approval status and the notice of such revocation to the State Department of Education.
4. Technical assistance provided to address a member school's deficiencies
- a. The TACS office, under the direction of the Executive Director, shall assist a school in correcting deficiencies.
  - b. A list of qualified professional consultants knowledgeable in the following areas is recommended, when requested, to the school to assist in addressing deficiencies: Christian school education, finances, curriculum development, facilities, transportation, comprehensive and focused assessment, teacher certification, school improvement initiatives, legal matters and issues, etc. Since this list is continuously updated, the Executive Director shall advise the school of a consultant in the general geographical vicinity of the school requesting assistance.
  - c. Upon the request for on-site assistance from an agency-approved school, the Executive Director will assist the school. Furthermore, qualified professionals are recommended to the school when the request could be better met by someone else. The school shall make the necessary arrangements and assume the expenses for acquiring assistance from technical personnel. Assistance from TACS does not involve a fee or cost to the school; however, in long-term situations, the school is asked to cover lodging and meals.
  - d. A report from the school explaining the technical assistance received shall be submitted to the TACS office. The purpose of maintaining a technical assistance program for Agency-Approved schools is to eliminate deficiencies and to improve the quality of Christian school education. Better schools mean better results for the student; and producing better students, academically and spiritually, is the primary purpose for the existence of TACS schools.
  - e. Technical assistance will be made available to all member schools. Realizing that an agency-approved school may have few or no deficiencies but desires technical assistance in school-related areas, TACS provides the names of people to meet specified needs. For example, the development of the teacher in-service program would be enhanced through the speaker resource center maintained by TACS and the

referral of an attorney for legal-related issues. A school desiring input into a new facility, upgrading the library, implementing teacher comprehensive and focused assessment, or modifying the curriculum could receive such assistance from the TACS office or a qualified person recommended by TACS.

5. Internal agency review process for school-approval procedure

- a. Recognizing the need to upgrade and improve the agency's procedures, the Education Commission will meet no less than once during the course of a calendar year for the purpose of reevaluating the agency-approval instrument. The intent will be to improve the instrument, not to change the instrument for the sake of change.
- b. Input into the agency-approval instrument and the benefits of the agency-approval process will be periodically sought from approved schools. Such input will be made available to the TACS Education Commission at the annual meeting. Proposed changes that would alter the intent of any aspect of the school agency-approval process will be submitted to the TACS Executive Officers and the State Department of Education for their approval before such changes are implemented.

Note: The initial agency-approval application was developed in the summer of 1987 under the direction of the Executive Director and in cooperation with a seven-member Education Task Force. Upon the completion of the agency-approval application and accompanying materials, the application and materials were presented for approval to the Executive Officers on July 14, 1987. The Task Force met on August 6, 1987 to finalize the wording of the Agency-Approval Application for submission to the State Department of Education. All subsequent applications (1992, 1997, 2002, 2008, and **2014**) followed the same basic preparation procedures, the final document being approved by the executive officers of the Association.

6. Other processes

- a. Professional on-site personnel are available, when a request is made to the TACS office, to assist school leadership in understanding and implementing agency-approval requirements.
- b. Regular visits are made to schools throughout the school year.
- c. Accreditation requirements, a part of the agency-approval process, include written instructional goals and objectives, scope and sequence, content outlines, assessment procedures for all courses in kindergarten through high school.
- d. Development of a five-year School Improvement Program. TACS sponsored training clinics are normally conducted annually. Attendance is required.
- e. State and regional teachers' convention clinics are conducted annually. Attendance is required.

## Section IX: Course Titles Approved by the Agency

### Elementary Grade Levels and Subjects

KINDERGARTEN	1ST	2ND	3RD
Bible	Bible	Bible	Bible
Reading	Reading	Reading	Language
Phonics	Phonics	Phonics	Reading
Writing	Writing	Writing	Phonics
Mathematics	Mathematics	Mathematics	Writing
Spelling	Spelling	Spelling	Mathematics
Music	Science	Science	Spelling
Art	Phys. Education	Phys. Education	Science
Computer	Music	Music	History
	Art	Art	Phys. Education
	Computer	Computer	Music
			Art
			Computer
4TH	5TH	6TH	7TH
Bible	Bible	Bible	Bible
Language	Language	Language	Language Grammar
Reading	Reading	Reading	Literature
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Spelling	Spelling	Spelling	Spelling
History	History	History	History
Phys. Education	Phys. Education	Phys. Education	Phys. Education
Music	Music	Music	Music
Art	Art	Art	Art
Computer	Computer	Computer	Computer
			Home Economics
			Industrial Arts
8TH			
Bible	Science	Phys. Education	Computer
English	Spelling	Music	Home Economics
Literature	History	Art	Industrial Arts
Mathematics/ <u style="color: red;">Pre Algebra</u>			



## Secondary

Course Title	Grade Level Taught	Number of Units	
		Min.	Max.
<b>1. Bible:</b>			
Bible I	9	1	1
Bible II	10	1	1
Bible III	11	1	1
Bible IV	12	1	1
<b>2. Mathematics:</b>			
<del>General Mathematics</del>	<del>9</del>	<del>1/2</del>	<del>1</del>
<del>Pre-Algebra</del>	<del>9</del>	<del>1/2</del>	<del>1</del>
Algebra I	9, 10	1	1
Algebra II	9, 10, 11	1	1
Geometry	10, 11	1	1
<b><u>Advanced Math</u></b>	<b><u>11, 12</u></b>	<b><u>1</u></b>	<b><u>1</u></b>
Trigonometry	10, 11, 12	1	1
Calculus	11, 12	1	1
Analytical Geometry	11, 12	1	1
<del>Computer</del>	<del>9, 10, 11, 12</del>	<del>1</del>	<del>1</del>
<b>3. Language Arts <u>and Foreign Language:</u></b>			
English I	9	1	1
English II	10	1	1
English III	11	1	1
English IV	12	1	1
Speech I	10, 11, 12	1	1
Speech II	11, 12	1	1
Journalism	11, 12	1/2	2
Spanish	9, 10, 11, 12	1	4
French	9, 10, 11, 12	1	4
Latin	9, 10, 11, 12	1	4
German	9, 10, 11, 12	1	4
<b>4. Science:</b>			
General <b><u>Physical</u></b> Science	9, 10	1	1
Biology	10, 11, 12	1	1
Chemistry	11, 12	1	1
Physics	11, 12	1	1
Earth & Space Science	10, 11, 12	1	1
<b><u>Human Anatomy &amp;</u></b> Physiology	10, 11, 12	1	1

## Secondary Continued

Course Title	Grade Level Taught	Number of Units	
		Min.	Max.
<b>5. Social Studies:</b>			
United States History	11, 12	1	1
World History	11, 12	1	1
<del>Tennessee History</del>	<del>9, 10</del>	<del>1/2</del>	<del>1/2</del>
Ancient History	10, 11, 12	1/2	1
Modern History	10, 11, 12	1/2	1
World Geography	10, 11, 12	1/2	1
Civics	9, 10	1/2	1
United States Government	9, 10	1/2	1
Economics	11, 12	1/2	1
Psychology	10, 11, 12	1/2	1
Sociology	11, 12	1/2	1
<b>6. Business Education:</b>			
Keyboarding	10, 11, 12	1/2	1
<del>Shorthand</del>	<del>11, 12</del>	<del>1/2</del>	<del>1</del>
General Business	9, 10, 11, 12	1/2	1
<del>Business Machines</del>	<del>10, 11, 12</del>	<del>1/2</del>	<del>1</del>
Accounting I	10, 11, 12	1/2	1
Accounting II	11, 12	1/2	1
Business Mathematics	9, 10, 11, 12	1/2	1
Office Management	10, 11, 12	1/2	1
<del>Record Keeping</del>	<del>10, 11, 12</del>	<del>1/2</del>	<del>1</del>
Business Law	9, 10, 11, 12	1/2	1
Computer Science I	10, 11, 12	1/2	1/2
Computer Science II	10, 11, 12	1/2	1/2
<b>7. Fine Arts:</b>			
General Music	9, 10, 11, 12	1/2	1
Vocal Music	9, 10, 11, 12	1/2	4
Instrumental Music	9, 10, 11, 12	1/2	4
Theory & Harmony	10, 11, 12	1/2	1
Art I, II, III, IV	9, 10, 11, 12	1/2	4
Drama/ <b>Speech</b>	10, 11, 12	1/2	2
Music History	11, 12	1/2	1

## Secondary Continued

Course Title	Grade Level Taught	Number of Units	
		Min.	Max.
<b>8. Health &amp; Physical Education:</b>			
Physical Education	9, 10, 11, 12	1/2	1
<del>Health Education</del>	<del>10, 11, 12</del>	<del>1/2</del>	<del>1</del>
Wellness	9, 10, 11, 12	1	1
<b>9. Vocational:</b>			
Homemaking I	9, 10, 11, 12	1	1
Homemaking II	10, 11, 12	1	1
Family Health	10, 11, 12	1/2	1
Family Living	10, 11, 12	1/2	1/2
Nutrition & Food I	10, 11, 12	1/2	1/2
Nutrition & Food II	10, 11, 12	1/2	1/2
Textiles & Apparel	10, 11, 12	1/2	1/2
Drafting & Design	10, 11, 12	1/2	3
Graphic Arts	10, 11, 12	1/2	2
Industrial Arts	9, 10, 11, 12	1/2	4
Automotive Mechanics	9, 10, 11, 12	1/2	2
Air Conditioning & Refrigeration	10, 11, 12	1/2	2
Electronics	10, 11, 12	1	2
General Agriculture	9, 10, 11, 12	1	1

Courses can be added with approval from the Association.

## Section X: Licensure (Certification) and Evaluation System

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### A. Agency-Approval Certification Standards

1. The process for obtaining a certificate:

- a. The certification program is designed to be utilized by teachers and administrators who are employed by member TACS schools. The certification process is initiated by a request for a *Teacher/Administrator Certification Application* (Exhibit 7) from the TACS office. The application must be completed and signed by the applicant and the applicant's principal, and accompanied by an official transcript(s) showing all of the applicant's college credits.
- b. The purpose of teaching certification program. The Bible states that the Holy Spirit has given certain gifts to individual Christians for the purpose of ministering to the saints. Among these gifts are the gifts of administration and teaching (Rom. 12:6–8; 1 Cor. 12:5–11, 28–31; Eph. 4:11–16).

Varying levels of professional academic training are required if a teacher is to do more than a menial job. The Christian school, if it is to maintain a reputation of superior academic excellence, must utilize the services of teachers who are academically qualified to assume the teaching or administrative responsibilities prescribed in their job description. Academic preparedness does not take the place of, nor can it be a substitute for, the spiritual requirements and responsibilities of Christian school teachers. A balance of spiritual insight, dedication and love, combined with the academic preparedness to meet the demands of the classroom, are necessary for the teacher to perform effectively in a Christian school.

The Association willingly and enthusiastically assists the Christian school in evaluating the teaching credentials of teachers and administrators. In order to help Christian schools continually upgrade the academic quality of those engaged in the teaching ministry, TACS offers three types of teaching certificates, as well as recognition for nongraduates and individualized instruction teachers (*Certification Program Standards and Procedures*, Exhibit 8). Teacher certification is a voluntary program (mandatory for teachers and administrators in TACS agency-approved schools) designed for teachers and administrators who serve in the teaching ministry of a member TACS school.

- c. The following guidelines will govern the application and regulatory process:
  - 1) Only persons employed by a TACS member school or graduating from an approved college are eligible for an administration, teaching, semiprofessional, or paraprofessional certificate. The applicant must subscribe to the TACS Statement of Faith, and the school must recommend the applicant.
  - 2) Applicants must have an earned degree to receive a Master, Standard, or Temporary Professional Certificate.
  - 3) An application fee of **\$30** must accompany each certificate application. The Temporary Professional, Semiprofessional, and Paraprofessional Certificates are

valid for one year. The renewal fee is **\$30**. Certification fees increase to **\$40** when filed after October 1.

- 4) An official college transcript must accompany the application. The submission of an official transcript is the applicant's responsibility.
- 5) A certificate is valid until the expiration date printed on the certificate. The certificate remains valid if a teacher or administrator transfers to a Christian school that is a member of TACS.
- 6) Renewal of certification requires a completed application, official proof of additional college course work in the prescribed areas for fulfilling renewal requirements, and a certification fee of **\$30**. College or university course work must be completed on or before September 30 of the current school year.
- 7) A certificate may be revoked at any time if the holder is found guilty of violating Christian standards of conduct or professional ethics. In such cases the person charged of the violation shall be notified of the charges and given an opportunity to defend himself before the Education Commission, after which the decision of the Education Commission shall be final. College seniors with an education major in a TACS-approved college may be certified prior to graduation provided steps 1–6 are fulfilled. The Chairman of the Education Department must recommend the applicant for certification.
- 8) College seniors with an education major in a TACS-approved college may be certified prior to graduation provided steps 1–6 are fulfilled. The Chairman of the Education Department must recommend the applicant for certification.
- 9) Quarter hours are converted to semester hours by dividing quarter hours by 1.5.
- 10) A teacher or administrator may teach up to two sections of one course outside the teacher's area(s) of endorsement.
- 11) A Temporary Professional Certificate can be renewed a maximum of five times.
- 12) Student teaching will be waived in lieu of three years of teaching experience.  
~~“Christian Philosophy of Education” will be waived in lieu of three years teaching experience in Christian schools plus a paper presenting an understanding of a Christian philosophy of education, including citations from an approved bibliography, or the equivalent online training approved by the Association.~~
- 13) Ninety percent of the teaching staff must be certified with a Master, Standard, Temporary, or Semi-Professional Certificate in the areas of endorsement. All other teachers must hold a Paraprofessional Certificate.
- 14) A classroom teacher with an endorsement in elementary education or early childhood education is eligible to teach any subject, including art, music, and physical education, in the grades covered by the endorsement as part of the teacher's regular classroom assignment. Teachers with a Bachelor's Degree in music, art, Bible, computer, health and physical education, and foreign language qualify for a K5–12 ~~Standard~~ **Temporary** Professional Certificate. No subject can be taught outside the endorsement areas unless the degree is in education, and then only one course.

- 15) A teacher in grades K5 through 8 who teaches art, music, or physical education the major portion of the day shall be endorsed in the applicable areas (art, music, or physical education). However, a teacher endorsed in elementary education assigned to teach music, art, or physical education the major portion of the day during the 1990–91 school year and thereafter may continue to teach the specific course until such time as a new assignment is made by the local school officials.
- 16) A teacher with a certificate endorsement in a subject 7–12 may teach any subject in grade six covered by the teacher’s endorsement.
- 17) The school must have a principal who holds an endorsement as principal or administration/supervision.
- 18) A teacher with a minor teaching endorsement will be permitted to teach no more than one-half of a school day in the minor endorsement area.
- 19) The certification requirement for *Bible Doctrines* and *Christian Philosophy of Education* can be satisfied by completing two Continuing Education Units **from Training Teachers Online** for each course requirement. [A Continuing Education Unit (CEU) is defined as fifteen contact hours of participation in an organized Continuing Education experience **approved by the Association.** ~~under responsible sponsorship, capable direction, and qualified instruction.~~ A contact hour is a typical 50-minute classroom instructional session or its equivalent. Fifteen contact hours are required for one Continuing Education Unit]. ~~Continuing Education Units for *Bible Doctrines* and *Christian Philosophy of Education* must be approved in advance by TACS.~~
- 20) Continuing Education Units (CEUs) may be used to partially or completely satisfy the requirements for the renewal of a five-year Standard Professional Certificate or a seven-year Master Professional Certificate. CEUs are commonly offered for attendance at approved seminars and conventions sponsored by universities, teachers’ conventions, Internet online teacher training courses, or other educational organizations. [Since three semester hours normally requires 45 contact hours of classroom instruction, three semester hours equals three CEUs (15 x 3 = 45 contact hours).
- 21) A Master Professional Certificate issued on the basis of an earned doctor’s degree in an approved program is renewable upon the presentation of evidence of five years teaching and/or administrative experience within the seven-year period. In the absence of five years’ experience, six semester hours, or 90 contact hours (six CEUs), or three semester hours and 45 contact hours (three CEUs) must have been earned for renewal.

A Master Professional Certificate issued on the basis of an earned master’s degree in an approved program is renewable upon the presentation of evidence of five years teaching and/or administrative experience within the seven-year period and 45 contact hours (three CEUs) or three semester hours. In the absence of five years’ experience, six semester hours, or 90 contact hours (six CEUs), or three semester hours and 45 contact hours (three CEUs) must have been earned for renewal.

A Standard Professional Certificate issued on the basis of a Bachelor's Degree earned in an approved program is renewable upon the presentation of evidence of six semester hours, 90 contact hours (six CEUs), or three semester hours and 45 contact hours (three CEUs).

- 22) Continuing Education Units Attendance Forms must be completed and signed (initialed) by the applicant and the person conducting the workshop. The documentation must be kept on file by the principal and available for audit by TACS. A *Principal's Abbreviated CEU Form* (Exhibit 9) must accompany a renewal application.
  - 23) Correspondence work will not apply toward the renewal of a five-year Standard Professional Certificate or a seven-year Master Professional Certificate.
  - 24) Upon receiving an application for certification and a **\$30** certification fee:
    - (a) The application is checked for signatures and the completion of requested information.
    - (b) The type and kind of certificate(s) issued to an applicant is based on the applicant's teaching assignments, degree(s), and transcript. If an applicant requests the incorrect kind of certificate, the application is adjusted accordingly and explained to the applicant in a letter.
    - (c) The applicant's application, transcript(s), copy of certificate, and an evaluation letter addressed to the applicant is filed in a fireproof file cabinet.
2. The educational and/or experience requirements for obtaining a certificate.
- a. A Master Professional Certificate is issued to persons who hold an M.A., M.S., M.R.E., M.Ed., or doctorate degree in education, or an appropriate subject field, and have successfully taught or administered in a Christian school for three years. If the applicant is an administrator, he must have a minimum of eighteen (18) semester hours of graduate courses, or the equivalent thereof, in administration. Teacher applicants must satisfy the minimum of eighteen (18) semester hours in graduate education, or the equivalent thereof. The Master Professional Certificate is renewable every seven (7) years upon the completion of six (6) graduate semester hours of college credit or the equivalent online training approved by the Association in the field of the applicant's teaching or administrative ministry. (See also #21 above.)
  - b. A Standard Professional Certificate is issued to persons who hold a B.A., B.S., or B.R.E. in education or an appropriate subject field. It is a five-year certificate issued to elementary, secondary, and special education teachers who, through college preparation, have met the minimum educational requirements established by the Tennessee Association of Christian Schools. The Standard Professional Certificate is renewable every five (5) years upon the completion of six (6) approved graduate semester hours of college credit, the equivalent online training approved by the Association in the field of the applicant's teaching ministry, or approved general education courses. (See also #21 above.)
  - c. A Temporary Professional Certificate is issued to administrators, elementary, secondary, and special education teachers with an earned degree who assume teaching responsibilities outside the area of the applicant's college training, or within the area of the applicant's college training but lacking the number of semester hours prescribed

by TACS. The Temporary Professional Certificate can be renewed yearly provided the holder earns six (6) semester hours of college credit or the equivalent online training approved by the Association that applies toward a Standard Professional Certificate before applying for renewal.

- d. The Semi-professional Teaching Certificate is issued to applicants with an Associate of Arts degree, or its equivalent, and who have little or no college training in the field of education, as an emergency measure where a Christian school has been unable to obtain trained persons with a four-year degree to fill a position. This certificate is issued for one (1) year and may only be renewed if the holder earns six (6) semester hours of college credit toward a B.A., B.S., or B.R.E. degree. The Semi-professional Teaching Certificate is not to be interpreted as a teaching certificate equivalent to a Temporary Professional, Standard Professional, or Master Professional Certificate. It is a temporary program necessitated by the expansion of Christian schools.
  - e. Ministry of Helps Certificate
    - 1) The Paraprofessional Certificate is designed to reflect the ministry of helps in schools that utilize the individualized (e.g., Accelerated Christian Education, Alpha Omega, Christian School Associates) approach to teaching. This certificate is for monitors ministering in an individualized or traditional curriculum school working alongside educationally qualified teachers.
    - 2) The Paraprofessional Certificate is for one (1) year and may be renewed upon the **completion of an approved Training Teachers Online course or** presentation of proof of attendance at in-service programs offered by TACS. Attendance must include all TACS in-service training programs, namely, the annual educators' convention and regional teachers' clinic.
  - f. Renewal Guidelines
    - 1) A certificate can be renewed by meeting the renewal requirements listed in the *Certification Program Standards and Procedures* (Exhibit 8).
    - 2) A maximum of six Temporary Professional Certificates can be issued to an applicant, at which time the applicant must be eligible for a Standard Professional Certificate or forfeit certification privileges.
3. System by which the agency maintains certification records for all individuals certified.
- a. The system used by TACS to maintain certification records is an alphabetized file system by last name and expiration date of certificate. For example, a Temporary Professional Certificate (one-year certificate) granted in August of 2012 would be filed under Temporary Professional Certificate 2013; a Standard Professional Certificate (five-year certificate) issued in August of 2012 would be filed under Standard Professional Certificate 2017.
  - b. The TACS office will notify the principal during the annual "agency-approval" on-site visit when teaching certificates are approaching the expiration date. It will be the responsibility of the individual and/or school to renew these certificates. The principal will be notified when a teacher is granted or denied a teaching certificate.



- c. Blank teaching and administrative certificates are generated by computer in the TACS office.
  - d. Certification Program Standards and Procedures are listed in Exhibit 8.
4. Assurance that all professional personnel are properly certified.
- a. Fulfillment of the certification requirements for member schools seeking approval status must be substantiated by:
    - 1) Completion of the *Summary of Employee Data* (Exhibit 5). Submission dates and penalties are as follows:
      - (a) October 1: *Summary of Employee Data* due in the TACS Office. All requested information (columns 1–18) must be completed for each teacher and administrator listed on the *Summary of Employee Data*.
      - (b) Columns 2-6 can be left blank for uncertified teachers making application for certification when the *Summary of Employee Data* is submitted. For these teachers, an application for certification, an official updated transcript, and the appropriate certification fee must accompany the *Summary of Employee Data*.
      - (c) October 2–November 1: *Summary of Employee Data* received after October 1 but prior to November 2 will place the school on probationary status. A **\$250** deficiency fee will be assessed the school.
      - (d) November 2: Agency-approval status is subject to termination.
    - 2) Personnel file on each teacher in the principal’s office that includes:
      - (a) an official college transcript.
      - (b) a copy of the applicant’s certificate issued by TACS and acceptance letter from TACS indicating the type and kind of certificate granted by TACS.
  - b. The standards and procedures for evaluating a teacher or administrator’s application for certification are in accordance with the elementary and secondary certificate requirements on pages two and three of the *Teachers’ and Administrators’ Certification Program Manual*. (Exhibit 8)

## **B. General Requirements for Evaluation**

- 1. The school shall develop evaluative procedures for all professional school personnel. The evaluative procedures shall be designed to improve the instructional program.
- 2. An annual comprehensive assessment evaluation shall be made of all teachers who have not gained focused assessment status.

## **C. Local Evaluations**

- 1. Local evaluation of teachers. The school shall implement an evaluation system developed from the criteria that follows:
  - a. Content (Domains and Indicators of Performance). The domains and indicators of performance for local evaluation are:

- 1) Assessment and Evaluation
  - (a) Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions.
  - (b) Communicates student status and progress to students and parents.
  - (c) Reflects on teaching practice by evaluating continually the effects of instruction.
  - (d) Evaluates student performance and determines the amount of progress.
- 2) Planning
  - (a) Establishes appropriate instructional goals and measurable objectives.
  - (b) Plans instruction based upon knowledge of subject matter, Bible, curricular goals and measurable objectives, students, and community.
  - (c) Plans instructional opportunities that are adapted to diverse students.
- 3) Teaching Strategies
  - (a) Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences that make the subject matter meaningful.
  - (b) Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative (higher-order) thinking, problem solving, and performance skills.
  - (c) Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions, and student ownership of the learning.
- 4) Learning Environment
  - (a) Creates a learning climate that supports the development of student abilities.
  - (b) Manages classroom resources effectively.
- 5) Professional Growth
  - (a) Collaborates with colleagues.
  - (b) Engages in professional development.
  - (c) Performs professional responsibilities efficiently.
- 6) Communication
  - (a) Uses appropriate verbal and nonverbal techniques to communicate effectively with students, parents, colleagues, and community.
  - (b) Writes clearly and correctly.
- 7) Spiritual Growth
  - (a) Collaborates with colleagues and others.
  - (b) Engages in spiritual development.
  - (c) Demonstrates spiritual responsibilities effectively.

- b. Process. The school's evaluation program shall incorporate the Association's evaluation principles. Listed below are minimum process elements for teachers.
- 1) The school's evaluation program shall use objective, behaviorally-based instrumentation.
  - 2) The school's evaluation program shall provide for evaluation by the school administrator and/or designee(s). The designee(s) shall be the person(s) responsible for evaluating teachers as defined by the school.
    - (a) The principal shall be responsible for the final evaluation decision.
    - (b) All evaluators shall be trained in the evaluation procedures before conducting evaluations.
  - 3) The school shall select or develop instruments and procedures for its use that address the domains and indicators that are referenced in 1.a. and are related to effective classroom performance.
  - 4) The school's evaluation program shall use multiple data sources that include but are not limited to:
    - (a) Classroom or position observations and/or reviews.
    - (b) Review of previous evaluations and educators' self-assessments.
    - (c) Conferences.
    - (d) Examination of professional growth.
    - (e) Review of indicators of student progress
    - (f) Examination of assessment techniques, results, and applications.
  - 5) Classroom observations shall include multiple visits with planning and reflecting information.
    - (a) Planning information shall include the identification of objectives, learning strategies, assessment techniques, and student needs.
    - (b) Reflecting information shall include the educator's assessment of the lesson based on student information, future plans for the class, and any resulting implications regarding the educator's knowledge and skill level.
    - (c) After each observation cycle, which includes the collection of planning and reflecting information, the evaluator shall meet with the teacher being evaluated to discuss the information and provide feedback regarding the domains and indicators of performance. At this time, the teacher being evaluated shall have an opportunity to respond, in writing, to the written evaluation with the responses attached to the evaluation. Evaluations of first and second year teachers require at least three observation cycles. Evaluations of other teachers must meet the teacher's need for observation cycles.
  - 6) Growth Plans. A growth plan will be developed for all teachers. The plan shall be developed collaboratively by the teacher and the immediate supervisor and/or principal. The plan shall include identified area(s) for growth, action plan, and progress reporting procedures.

- 7) The school's evaluation program shall contain provision for annual evaluation of the system and its implementation, and for making any revisions in the system suggested by the evaluation.
- c. Procedures for approval and monitoring local evaluations. If the school has adopted a variation of the previously described evaluation system, the school shall submit for approval to the Executive Director a locally developed evaluation system. The school should also submit the evaluation plan, instrumentation, validation procedures, and training plans. Upon approval, the school shall be responsible for fair and objective implementation. Changes made in a locally developed evaluation system shall be submitted to the Executive Director by July 1 prior to the proposed implementation year.
2. Local evaluation of administrators and supervisors. Implementation of an approved evaluation system from the following guidelines will meet the requirements established by the association for principals, assistant principals, and instructional supervisors.
  - a. Evaluative procedures
 

Each school shall develop evaluative procedures for its principals and supervisors. The evaluative procedures shall be designed for the purpose of improving the educational and non-educational processes.
  - b. Evaluation process
 

The evaluation process shall consist of, but not be limited to, the TACS guidelines for the evaluation of principals and supervisors.
  - c. Skill guidelines for principals and/or supervisors
    - 1) Instruction
      - a) Plans and evaluates instructional and spiritual goals.
      - b) Supervises the development of academic and spiritual objectives.
      - c) Maintains a school environment conducive to learning.
      - d) Develops and implements a supervision program.
      - e) Helps teachers implement instructional objectives.
      - f) Develops a program to measure instructional achievements via objectives.
      - g) Provides instructional resources and curriculum materials.
      - h) Provides a professional development program.
      - i) Implements an evaluative program for measuring the achievement of academic objectives.
    - 2) Organization
      - a) Develops and implements administrative procedures consistent with church policy and federal and state law.
      - b) Identifies and fulfills responsibilities relating to school fiscal operations and plant facilities.
      - c) Maintains all legal and educational records and files.

- d) Conducts an induction and evaluation program for the teaching and non-teaching staff members.
- e) Interprets staff and student policies.
- 3) Communication and interpersonal relations
  - a) Develops and utilizes communication channels.
  - b) Manages conflicts with teachers, staff, and parents.
  - c) Demonstrates personal interest and respect for all staff members.
  - d) Functions as a team member with the staff.
  - e) Conducts periodic staff meetings.
  - f) Allows teachers to have input into decisions affecting the teaching staff.
- 4) Professional growth and leadership
  - a) Improves professional skills and knowledge.
  - b) Takes leadership role in maintaining academic excellence.
  - c) Initiates efforts to improve the teaching-learning process.
  - d) Fulfills responsibilities in a professional manner.
- 5) Communication
  - a) Writes clearly and correctly.
  - b) Speaks articulately.
  - c) Reads professional literature.
  - d) Works well with parents.
  - e) Uses parent-teacher conferences to increase parental involvement.
  - f) Uses personal skills to promote school's purpose and philosophy.

d. Evaluation instrument

The school may develop or use the TACS objective, performance-based instrument for the evaluation of principals and supervisors—*Principal/Supervisor Evaluation Form* (Exhibit 12). Items on the instrument which relate specifically to administrative responsibilities, such as fiscal and plant management, will normally be applicable to supervisors.

e. Evaluation sources

The school may use a variety of data sources which includes but are not limited to:

- 1) A personal conference with the principal.
- 2) Review of pastor's evaluation.
- 3) Review of past evaluations.
- 4) Examination of in-service and professional development activities.
- 5) Observation and assessment of principals and supervisors' on-the-job performance.
- 6) Review of student progress.
- 7) Review of staff interpersonal relationships.

- f. Listed below are minimum process elements that can be used as guidelines in developing the school's evaluation program.
- 1) The evaluation program shall provide for evaluation by at least one designee.
  - 2) The evaluation program shall use objective- and subjective-based instrumentation.
  - 3) The evaluation program shall use multiple data sources that include but are not limited to:
    - (a) Personal conferences.
    - (b) Review of previous evaluations.
    - (c) Review of accomplishments or status of job targets based upon documentation.
    - (d) Examination of recent in-service and professional development activities pursued by the evaluatee.
    - (e) Observation and assessment of on-the-job performance.
    - (f) Review of indicators of student progress in areas that the evaluator has responsibility.
    - (g) Opportunity for subordinate professional staff to express in writing their evaluation of the person being evaluated.
  - 4) The evaluation program shall include provision for appropriate, objective, and equitable procedures for recommending professional improvement.
  - 5) Each principal, assistant principal, or instructional supervisor, as part of the evaluation, shall have at least two conferences with the evaluator: an initial conference, and a formative conference.
    - (a) In the initial conference, the evaluator should discuss with the evaluatee goals and objectives of the school or area supervised, measurable job targets, standards of performance, and previous local evaluation results.
    - (b) The second or formative conference should identify areas of strengths and areas needing improvement based upon documentation provided by the person evaluated. Plans and activities that will help in improvement should be outcomes of this conference.
  - 6) The evaluation program shall contain provision for annual evaluation of the system itself, and for making any revisions in the system suggested by the evaluator.
- g. Procedures for Approval and Monitoring Local Evaluations. If the school has adopted its own administrator and supervisor evaluation system, the school shall submit for approval to the Executive Director a description of its evaluation plan and instruments as specified herein. If the evaluation plan or instruments change, the school shall submit a statement regarding the changes by July 1.
- h. Individual Development Plan. Each school shall develop an individual development (improvement) plan for all administrators and/or supervisors. The individual

development plan shall be developed cooperatively by the individual to be evaluated and the immediate supervisor. The plan shall include:

- 1) Assessed needs.
- 2) Plan of action for addressing needs.
- 3) Progress reporting procedures.
- 4) Monitoring and follow-up activities.

## Section XI: Administration

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Attach documentation that each member school meets minimum standards as stated in Rule 0520-07-2-.03 (c) 9.

### A. Curriculum

#### 1. Curriculum frameworks for schools

- a. Each school shall establish a curriculum framework for each subject area, grades K5–12. These frameworks shall contain goals and target performance objectives that include and identify the minimum (core) content required at each grade level and for each course. (See scope and sequence [Exhibit 10] and goals and objectives [Exhibit 11] for illustrations of these curriculum framework tools).
- b. Each curriculum framework must include target performance objectives (Exhibit 11) designed to reach each goal. A time frame and performance level should be included within the framework of the objective.
- c. The established 5-year cycle for the selection and adoption of textbooks shall determine the order of implementation of the curriculum frameworks, grades K5–12.

**2012–13**—Social Studies

**2013–14**—Math, Computers, Bible

**2014–15**—Language Arts, Foreign Languages

**2015–16**—Science, Health, Physical and Safety Education, Home Economics

**2016–17**—Reading, Music, Art, Vocational

**2017–18**—Social Studies

- c. Grades K5–3—The kindergarten curriculum shall draw from all instructional areas and present these as integrated foundational learning experiences that teach concepts and foster the development of skills. In grades 1–3, instruction shall concentrate on Bible, oral language, phonics, reading, handwriting (penmanship), composition, spelling, listening skills, and mathematics in order to develop an adequate proficiency to ensure success in other curriculum areas.
- d. Grades K5–12—Instruction in issues of current concerns such as substance use and abuse, environmental education, consumer education, abuse prevention, character education, and career education shall be incorporated in appropriate subject areas at the school's direction.
- e. Any school that wants to install a remedial program shall do so as long as the credit is not counted within the credits required for graduation.
- f. Biblical integrational procedures will be established for assisting teachers in relating the truth of God to academic truths.



2. Curriculum for individual schools

- a. Each school shall develop its instructional program within the system and agency frameworks.
- b. Teachers in a school shall participate in the development of the instructional program.
- c. Each school shall develop and carry out a program of in-service education designed to improve the school's curriculum and to promote the continuous professional growth of all personnel. A minimum of thirty (30) hours per year must be provided.

3. Prekindergarten/kindergarten programs

The goal of early childhood programs shall be to provide experiences that will promote continuous growth in the domains of psychomotor, affective, and cognitive development. Early childhood programs shall be developed around the needs of the young child, taking into consideration the principles related to human growth and spiritual development.

- a. Prekindergarten—The prekindergarten (preschool) program will be operated through the TACS preschool approval agency.
- b. Kindergarten—The curriculum shall be developed around the unique needs of the child. The curriculum shall include various exploratory, manipulative, and sensory experiences in conjunction with the school's educational philosophy. Bible and storytelling time will be an integral part of the curriculum.
  - 1) Curriculum—The curriculum for kindergarten children shall be structured so that children:
    - (a) Develop concepts and apply them in problem-solving and decision-making situations.
    - (b) Develop skills in gaining and organizing information.
    - (c) Experience success and satisfaction in learning.
    - (d) Extend intellectual, spiritual, emotional, physical, and social development.
    - (e) Develop language ability and listening skills.
    - (f) Develop positive feelings and attitudes about themselves and others.
    - (g) Develop creativity and self-expression.
    - (h) Accept increasing personal responsibility and develop independence.
    - (i) Develop concepts of God's creation and His love for mankind.
  - 2) Daily Program
    - (a) The daily program shall offer a variety of learning opportunities, including but not limited to Bible training, academic development, social and physical development.
    - (b) There shall be a balance between stimulating and quiet activities.
  - 3) Curricular Material and Equipment—A wide variety of curricular material and equipment of good quality, appropriate to the needs and abilities of students within the group, shall be provided in sufficient quantities.

4. Areas of instruction

a. Language arts—The language arts program shall be developed and conducted to help each student meet the communicative needs of daily living. This area of instruction includes reading, listening, thinking, and oral and written communication. Instruction shall focus on the development of skills in the areas of grammar, literature, spelling, handwriting, creative writing, listening, and thinking. The daily schedule shall include a specified time for instruction in language arts appropriate to the needs of each student. Appropriate correlation of language arts with other subject areas shall be implemented.

1) English language arts

- (a) Grades K5–3—In kindergarten, the time requirement shall be flexible, and instruction shall focus on receptive and expressive language skills. In grades 1-3, a minimum of twelve (12) hours per five-day week shall be devoted to this area of instruction.
- (b) Grades 4–6—A minimum of five (5) hours per five-day week shall be devoted to this area of instruction. This requirement does not include time allotted to the teaching of the language arts objectives in other subject areas.
- (c) Grades 7–8—A minimum of 50 minutes per day shall be devoted to this area of instruction. This requirement does not include time allotted to the teaching of the language arts objectives in other subject areas.
- (d) Grades 9–12—Four units of credit in English language arts shall be required for graduation. Journalism and speech may be taken in addition to, but not in lieu of, the four-unit requirement. The time requirement must be a minimum of 50 minutes per day.

2) Foreign languages

- (a) Grades K5–8—Foreign language experiences may be incorporated into the curriculum.
- (b) Grades 9–12—Two units of credit in foreign language are required for graduation. A minimum of two units and a maximum of four units shall be offered in any one foreign language. The study of a foreign language should develop the skills of listening, speaking, reading, and writing. The time requirement must be a minimum of 50 minutes per day.
- (c) In exceptional circumstances, schools may waive the foreign language requirement for students who are not planning to attend the university to expand and enhance their elective focus.

b. Mathematics—The mathematics program shall be designed to provide a balance between the development of mathematical concepts and skills. Mathematics provides the student with the ability to transform and to communicate quantitative, logical, and spatial information necessary for literacy in a technological society.

- 1) Grades K5–3—In kindergarten, the time requirement shall be flexible, and instruction shall be based on the use of manipulatives to teach mathematical language skills and concepts. In grades 1–3, mathematics shall be taught daily, with a minimum of four hours required each five-day week.

- 2) Grades 4–8—Mathematics shall be taught daily in each of these grades with a minimum of five 50-minute classes required each five-day week.
  - 3) Grades 9–12—Four units of credit in mathematics shall be required for graduation. (See Graduation Requirements.) The time requirement must be a minimum of 50 minutes per day. Students who enter 9th grade in 2009–10 and thereafter shall be required to achieve, by the time they graduate, at least the following: Algebra I, Geometry, and Algebra II (or the equivalents) plus one additional mathematics course beyond Algebra I. All students will be enrolled in a math class each year. Students with qualifying disabilities in math as documented in the individualized education program shall be required to achieve at least Algebra I and Geometry (or the equivalent). The required number of credits in math will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.
- c. Science—Science education is the development of the orderly processes of investigation and problem-solving and the study of facts and theories in the areas of the life, physical, earth-space and environmental sciences. Science education provides the individual with knowledge, attitudes, and skills to function in a technological society and to be scientifically literate. Science will be taught from a biblical creationist view in accordance with the Genesis account of creation.
- 1) Grades K5–12—Pupil participation in laboratory experiences shall be required for all science courses taught in grades K5–12.
  - 2) Grades K5–6—Science shall be included in each grade K5–6. The time requirement must be sufficient to teach the objectives for each grade.
  - 3) Grades 7–8—A planned program of science instruction shall be provided each of the four semesters in grades 7–8. The time requirement must be sufficient to teach the objectives for each grade.
  - 4) Grades 9–12—Three units of credit shall be required for graduation. (See Graduation Requirements.) Content shall be drawn from both the physical and the life sciences. The time requirement must be a minimum of 50 minutes per day. Students who enter 9th grade in 2009–10 and thereafter shall be required to achieve, by the time they graduate, at least Biology I and either Chemistry or Physics plus another laboratory science. Students with qualifying disabilities in reading and/or math as documented in the individualized education program shall be required to achieve at least biology I and two other lab science credits. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodation as determined by the IEP team.
- d. Social studies—The social studies program is a combination of knowledge, attitudes, and skills designed to help students participate as effective citizens in society. The content is derived from the Bible, history, political science, geography, economics, and the behavioral sciences. The social studies emphasize rights and responsibilities and the basic dignity of each individual as expressed in the Bible and the Constitution of the United States of America.

- 1) Grades K5–3—Emphasis shall be given to developing understanding in living at home, at school, at church, and in the community. Students shall be provided experiences that enable them to learn about themselves and others as people living together in the state, nation, and the world.
  - 2) Grades 4–8—Content shall include Tennessee history and geography, the United States and Tennessee Constitutions, government in the local community, our country as a developing democracy, and various cultures throughout the world.
  - 3) Grades 9–12
    - (a) The social studies curriculum in grades 9–12 shall include United States History, World History/World Geography, Economics, and Government. (See Graduation Requirements.) The time requirement must be a minimum of 50 minutes per day.
    - (b) One-half unit of instruction in economics and one-half unit in government is required for graduation and shall include but not be limited to a study of the fundamental principles of the free enterprise system and the factors that influence its function, as well as rudiments of consumer economics. The time requirement must be a minimum of 50 minutes per day.
  - 4) Grades K5–12—The course of instruction should include at some appropriate grade level or levels content designed to educate children in ethnic history and culture and the contributions of minority people in the history and development of this country and of the world.
- e. Bible—The Bible program shall be designed and conducted to help each student understand and appreciate the relationship of Christianity to daily living. Bible instruction shall include but not be limited to reading, listening, thinking, oral and written communication, and chapel. The daily schedule shall include time for Bible reading, prayer, and instruction in the development of Christian living.
- 1) Grades K5–3—In kindergarten, the time requirement shall be flexible, and instruction will focus upon receptive and expressive skills. In grades 1-3, a minimum of 3 hours per five-day week shall be devoted to instruction and chapel services with no less than 2 hours and 15 minutes for Bible instruction.
  - 2) Grades 4–6—A minimum of 3 hours per five-day week shall be devoted to the area of instruction of which 30 minutes can be an organized chapel service.
  - 3) Grades 7–12—A minimum of 50 minutes per five-day week shall be devoted to the area of instruction, of which a 45-minute chapel once or twice per week can be considered as Bible instruction in grades 7–12.
- f. Physical education, health education, **wellness**, and safety education.
- 1) Physical Education
    - (a) Physical education—An activity-oriented program that promotes growth, healthy development, and maintenance of the individual, shall be provided.
      - (1) Grades K5–4—A planned instructional program for physical education shall be provided for each grade.

- (2) Grades 5–8—A planned instructional program for physical education shall be provided for each grade for a minimum of two hours weekly.
  - (3) Grades 9–12—~~One~~ **One-half** unit of physical education shall be required for graduation. An additional unit in physical education shall be optional. **(See Graduation Requirements.)** A unit in physical education may be earned in one year if taken for one period daily, or in two years if taken on an alternate day basis. **One semester of interscholastic athletics can be substituted for this requirement.**
- (b) For pupils who have physical education disabilities, the physical education program shall be modified, provided it is recommended annually in a written statement by a physician. The statement of the physical shall indicate the type of disability and include a recommended activity program.
  - (c) The school’s organized athletic program shall not take up any part of the required school day.
- 2) Health **and wellness** education—The health **and wellness** education programs shall provide experiences and information that will help individuals develop and maintain good health habits and attitudes.
- (a) Grades K5–6—A planned program of health instruction shall be provided for each grade level.
  - (b) Grades 7–8—A planned program of health instruction shall be provided.
  - (c) Grades 9–12—**Wellness—Students shall complete 1 unit of wellness. The program shall be based on adopted curriculum standards and shall integrate concepts from the areas of health and physical fitness.** ~~One-half unit of health instruction shall be required for graduation. One-half unit of additional credit may be earned.~~
  - (d) **For students who have physical disabilities, the physical education program shall be modified based on the annual written recommendation of a physician. The statement of the physician shall indicate the type of disability and include a recommended activity program.**
- 3) Safety education—Grades K5-12—A minimum of 15 minutes of instruction per week shall be given in the art of safety. (T.C.A. 49-6-1003)
- (a) Traffic safety—Grades K5–12. Instruction in the following areas shall be included:
    - (1) Bicycle safety
    - (2) Motorcycle safety
    - (3) Pedestrian safety
    - (4) School bus safety
  - (b) Personal safety
  - (c) Automobile driver education—Grades 9–12

- (1) Driver education, when offered, shall be an elective one-half unit course that shall include not fewer than 30 class hours of instruction and six hours of behind-the-wheel experience. Students shall be permitted to enroll in the program when they have reached the age of 15 years. **The course must meet the state's curriculum standards.**
    - i. Simulation instruction may substitute for not more than two of the six hours of behind-the-wheel experience at a ratio of four hours of simulation to one hour behind the wheel. Eight hours of simulation equals four hours behind the wheel.
    - ii. Multiple car range instruction may substitute for not more than two of the six hours of behind-the-wheel experience at a ratio of two hours of range experience to one hour behind the wheel. Four hours multiple car range equals two hours behind the wheel.
  - (2) Students enrolled in an approved driver education program are exempt from having a learner's permit provided that the instructor is in the motor vehicle with the student while doing on-the-street (behind-the-wheel) instruction. (T.C.A. 55-7-104)
  - (3) Each vehicle used for driver education shall be appropriately marked to identify it as such. The markings shall be displayed on each side and the rear of the vehicle. Markings shall be of such design as to be legible from a distance of 150 feet. In addition, each vehicle used for the purpose of on-the-street instruction shall be equipped with an outside rearview mirror for the instructor and with appropriate dual controls to include a device for making emergency stops.
- g. Fine arts—**One unit of credit in fine arts is required for high school graduation.** The contents of a comprehensive program of arts education derive from the areas of visual art, music, drama, and creative movement. Programs will be designed to encourage students to express, explore, and develop their unique God-given creativity through the attainment of related skills, knowledge and understanding, and an awareness of the biblical heritage from which the satisfactory art forms have emerged.
- 1) Visual Art—Instruction in art shall provide experiences in a variety of media, tools, and processes.
  - 2) Vocal Music—The program in music shall provide learning experiences through singing, listening, rhythmic expression, reading musical notation, playing instruments, and creative expression.
  - 3) Theater Arts (Drama)—Grades 9–12—Drama education will provide opportunities for drama and theater.
  - 4) Other acceptable Fine Arts: Art history, general music, instrumental music, theory and harmony, and music history. Yearbook and public speaking (~~speech~~) are not considered fine arts courses.

- h. Computer technology
  - 1) Computers should be incorporated in **(K5–8)** elementary curriculum.
  - 2) One unit must be offered as a 50-minute course of study in high school beginning with the school year 1994–95. **Students who transfer from another state during their senior year are exempt from this requirement.**
- i. General education exploratory courses
  - 1) Business education
    - (a) Any course in business education, when offered, shall be an elective course in grades 9–12.
    - (b) Business education courses shall be designed to develop skills, attitudes, and knowledge needed to meet the common business needs of all students and the vocational needs of students preparing for employment.
  - 2) General agriculture—Grades 7–12—General agriculture, when offered, shall be an elective course to students in grades 7–12. Only one credit in grades 9–12 may be counted toward graduation.
  - 3) General home economics—Grades 7–12—Home economics, when offered in grades 7 and/or 8, shall be exploratory in nature. When offered in grades 9–12, content and organization should approach that of reimbursable vocational consumer and homemaking education.

5. Curriculum for exceptional and handicapped children

The curriculum shall be an integral part of the general curriculum of the school. Provision shall be made for instruction in all instructional areas with changes and adaptations to meet the abilities and needs of the exceptional individual or handicapped child.

6. Graduation requirements

- a. General graduation requirements—**Effective with 2009-2010 freshman class and thereafter.**
  - 1) To meet the requirements for graduation, a pupil shall have attained an approved attendance, conduct, and subject matter record that covers a planned program of education, and this record shall be kept on file in the principal's office.
  - 2) Any candidate for a general high school diploma who has a record of earning sufficient credits for graduation may at any time following the awarding of a "certificate of attendance" take and pass the GED test and be awarded a regular high school diploma.
  - 3) Any student who is certified as a special education student at the beginning of the school year, who has successfully completed the individualized educational program, and for whom, in the judgment of the agency, the test would be an unreasonable burden for reason of the pupil's psychological or mental disability, will be awarded a special education diploma noting his or her specific accomplishments at the end of the 12th grade whether or not the student so certified has earned the required units of credit.

- 4) Graduation requirements change for students who enter the ninth grade in 2009–2010 and thereafter.

## High School Diploma

Courses	Units
Bible I, II, III, and IV <sup>1</sup> .....	4
Language I, II, III, and IV .....	4
Mathematics <sup>2</sup> .....	4
Science <sup>3</sup> .....	3
Social Studies <sup>4</sup> .....	3
Wellness .....	1
Physical Education .....	1/2
Personal Finance .....	1/2
Foreign Language <sup>5</sup> .....	2
Fine Arts <sup>5</sup> .....	1
Electives Focus .....	3
<b>Total</b> .....	<b>26</b>

<sup>1</sup> One year of Bible for each year enrolled in a member school.

<sup>2</sup> Students who enter 9<sup>th</sup> grade in 2009–10 and thereafter shall be required to achieve, by the time they graduate, at least the following: Algebra I, Geometry, and Algebra II (or the equivalents) plus one additional mathematics course beyond Algebra I. All students will be enrolled in a math class each year. Students with qualifying disabilities in math as documented in the individualized education program shall be required to achieve at least Algebra I and Geometry (or the equivalent). The required number of credits in math will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

<sup>3</sup> Students who enter 9<sup>th</sup> grade in 2009–10 and thereafter shall be required to achieve, by the time they graduate, at least Biology I and either Chemistry or Physics plus another laboratory science. Students with qualifying disabilities in reading and/or math as documented in the individualized education program shall be required to achieve at least Biology I and two other lab science credits. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodation as determined by the IEP team.

<sup>4</sup> The social studies curriculum shall include United States History, World History/World Geography, Economics, and Government.

<sup>5</sup> In exceptional circumstances, schools may waive the foreign language and fine arts requirement for students who are not planning to attend the university to expand and enhance their elective focus.



- 5) Schools may offer remedial courses; however, credit toward high school graduation requirements may not be granted for any remedial course.
- 6) Schools shall have the authority to increase unit requirements in the subject areas and in the total units required for graduation.
- 7) **High School** Diploma
  - (a) **The high school diploma requirements are 26 credits for 2009–2010 entering freshmen and thereafter.** Students must have satisfactory records of attendance and conduct; they must take the ACT or SAT test.
  - (b) The Certificate of Attendance will be awarded to students who have earned 22 credits and who have satisfactory records of attendance and conduct.
  - (c) The special education diploma will be awarded to students who have satisfactorily completed an individualized education program and who have satisfactory records of attendance and conduct.

b. Units of credit

One unit of credit shall be based upon 180 class periods of a minimum of 50 minutes net. If class periods are less than 50 minutes net, multiple periods shall be scheduled to meet the above time requirement.

- 1) Courses in the existing curriculum—In special cases fractional units of credit may be earned in the courses included in the curriculum provided by the school if they are recommended by the teacher of the subject and principal of the school and approved by the agency. Maximum allowable credits earned by this method will be two (2).
- 2) Testing for credit
  - (a) Schools may adopt policies permitting students who are enrolled in grades 9–12 and who have taken the equivalent of high school level courses to earn high school credit(s) for these courses. Students will earn credits toward graduation upon passing a comprehensive written examination **in accordance with guidelines determined by the school.**
  - (b) Examinations must provide evidence that the student has mastered all of the terminal objectives in the applicable curriculum framework(s).
  - (c) Examinations shall be scored and graded on the same scale as for students who enroll in the course for which credit is being given.
  - (d) Students must pass the examination with a grade of “B” or **better or in accordance to criteria determined by the local school.**
  - (e) High school credit may not be given by examination in American History.

c. Approved textbooks

State Adopted Textbooks—TACS may approve the use of textbooks in Agency-Approved schools that have been approved by the Tennessee State Department of Education. Since it is impossible to evaluate all state adopted textbooks, TACS reserves the right to exclude any textbook that teaches or promotes a principle or concept that contradicts the TACS Statement of Faith or the Holy Scriptures. The following list of textbooks and workbooks have been expanded by the listed publishers; **however, not all expansions and textbook publishers are listed in the following directory of approved textbooks.** All books and workbooks, as well as unlisted publishers, are approved upon request by the school. **TCA 49-50-801.**

## B. In-Service Training

### 1. Definition

In-service education is defined as a program of planned activities designed to increase the competencies needed by teachers in the performance of their professional responsibilities. In this context, “competencies” are defined as the knowledge, skills, and attitudes that enable teachers to carry out their teaching responsibilities with maximum effectiveness.

### 2. Guidelines for development of in-service plans

- a. The development of a comprehensive in-service plan is an administrative project that involves careful and deliberate planning by the principal. A minimum of five (5) days of planned in-service education, each of which shall be equivalent to not less than six hours of activities, shall be developed. All in-service days shall be identified in the annual school calendar and may at the discretion of the school include partial days. In-service credit shall not be allowed for participation in activities that are scheduled during regular teaching days.
- b. A recommended sequence for developing an in-service education program is to (1) assess needs, (2) establish priorities, (3) develop objectives, (4) design in-service activities, and (5) evaluate the effectiveness of each in-service session.
- c. A plan for in-service training must be completed and submitted to the on-site evaluator at the time of the annual on-site visit. A brief description of each in-service hour must be submitted with the *TACS In-service Training Form* (Exhibit 6).

### 3. Designing approvable activities

Resources and methods needed to achieve specific in-service objectives must be identified when designing approvable in-service activities. A variety of possible strategies and activities can be included, such as: group sessions, workshops, seminars, demonstrations, brainstorming, buzz sessions, practice and feedback situations, and other activities emphasizing personal interactions. Such activities must be structured to achieve predetermined objectives that are compatible with the school’s teacher in-service goals.

### 4. Approvable in-service activities:

- a. Activities designed to help teachers improve their teaching.
- b. Workshops and/or other activities based on the assessed needs of the school.

- c. Studies related to teaching methods and strategies, classroom management, child development, curriculum and instruction, motivation, community involvement, planning and evaluation. (To validate these activities, a written record of attendance/participation and a description of the study must be maintained on file.)
- d. Workshops, seminars, institutes, and TACS sponsored activities, which are related to a teacher's assignment or to a school's objectives. (To validate these activities, a written record of attendance/participation must be maintained on file.)
- e. Specific training for instructional assignments.

## **C. Administrative Rules**

1. Length of school day for students.
  - a. The minimum length of the school day for students shall be 6½ hours.
  - b. The school may provide for professional development during the school day under one of the following options:
    - 1) Schools that elect to extend the school day to at least seven hours for the purpose of meeting instructional time requirements missed due to dangerous or extreme weather conditions, may allocate a portion of that extension for the purpose of faculty professional development, M-team meetings, S-team meetings, parent/teacher conferences, or other similar meetings, as permitted in TCA 49-6-3004(e)(1), under the following conditions:
      - (a) Prior to the beginning of the school year, the school system shall designate how many days shall be allocated for dangerous or extreme weather conditions and how many shall be allocated for student dismissals for faculty professional development, M-team meetings, S-team meetings, parent/teacher conferences, or other similar meetings. The total number of days shall not exceed 13.
      - (b) Faculty professional development shall be consistent with standards and guidelines established by the Association.
      - (c) School systems shall submit their plans for the allocation of excess time to the Executive Director for approval.
    - 2) Schools may adopt policies providing for individual schools to have school days of at least seven hours in order to accumulate instructional time to be used for periodic early student dismissals for the purpose of faculty professional development. The following conditions shall apply to school systems exercising this option:
      - (a) Early dismissals shall not exceed the equivalent of 13 days and shall not exceed 3½ hours in any week.
      - (b) Students shall attend school 180 days.
      - (c) Faculty professional development shall be consistent with standards and guidelines established by the Association.

- c. Double sessions in any kindergarten program are permitted only if each session is at least four hours in length.
  - d. If one individual teaches kindergarten more than one session per day, the total number of students taught by that teacher in one day shall not exceed the number otherwise permitted by T.C.A. Section 49-1-104 for one kindergarten class.
  - e. Handicapped Children  

Schools with qualifying handicapped students must provide adequate facility and instruction. TACS recognizes, however, that situations could exist whereby it would be financially impossible to provide adequate facilities and personnel for certain handicapped students at normal tuition rates or when the enrollment is very small. (Rule 0520-1-3-.09)
  - f. Attendance records must be maintained in the principal's office. This information should be made available to the local public school (TCA 49-6-5001).
2. Organization of school
- a. Principal. Each school shall have a principal. Those schools having 375 students in K5-12 shall have a full-time supervising principal.
  - b. Admission and enrollment of pupils
    - 1) A child entering kindergarten shall be no less than five years of age on or before **August 15** ~~September 30~~. A child entering first grade shall be no less than six years of age on or before **August 15** ~~September 30~~.
    - 2) Any transfer pupil applying for admission, legally enrolled as a first grade pupil in another state, who will be six years of age no later than December 31 of the current school year, shall be enrolled in the first grade.
    - 3) Any child applying for admission, legally enrolled in an approved kindergarten in another state during the preceding school year, who is six years of age no later than December 31 of the current school year, and who could have enrolled in first grade in that state during the current school year, shall be enrolled in an appropriate academic program in the school.
    - 4) A child must attend school until his or her 18th birthday unless:
      - (a) **He or she has received a diploma or other certificate of completion of high school;**
      - (b) **He or she is enrolled in a course of instruction leading to a GED; or**
      - (c) **He or she is enrolled in a home school and has reached their 17th birthday.**
  - c. Pupils transferring from one school to another
    - 1) Principals shall examine all applications for credit for work transferred from other schools, both in-state and out-of-state schools, and shall allow such credit only when substantiated by official transcripts.
    - 2) If students are admitted to approved schools from unapproved schools by examination, it shall be the duty of the principal receiving the students to keep the examination papers on file for a period of at least one year.

- 3) The principal or his designated representative is authorized to transmit a transcript of the educational records of a pupil to any other school to which the pupil transfers, or a transcript of the academic record only to any college or postsecondary institution to which the pupil applies for admission, when the records are requested by the receiving school or institution. The parent or guardian of the pupil will be notified that the transcript is being sent.
  - 4) Students may transfer to public schools or among Category I, II, or III private schools without loss of credit for completed work. The school that the student leaves must supply a properly certified transcript showing the student's record of attendance, achievement, and the units of credit earned.
- d. Examination of student's previous records of work. The principal shall check students' records upon entrance into the school and classify students accordingly.
- e. Correspondence work
- 1) Credit for work done by correspondence may be allowed provided that the course content has been approved by the agency upon the recommendation of the principal and provided that the student's competence in the course or courses taken has been established by an examination approved, administered, and graded by the principal and further provided that credit for correspondence work is granted only:
    - (a) For courses not regularly taught in school, or
    - (b) For courses that the school schedule precludes a student from taking. (This provision is not interpreted to include makeup courses available through the regular school program.)
    - (c) No other credit shall be allowed pupils for work done outside regularly organized classes except as provided by law for homebound children and for those who are in the armed forces and for those who are nonservice adults 18 years of age or more.
- f. Summer schools
- 1) Summer schools organized and operated as a part of the school program shall be under the control and management of the school and shall comply with rules and regulations prescribed by the agency.
  - 2) For grades 1–8, summer schools shall be established only for removing deficiencies of pupils and for providing opportunities for enrichment.
  - 3) For grades 9–12, in order to earn one unit of credit, ~~a minimum of 133 contact hours shall be required to achieve one full unit of credit in summer school. None of the subjects required for graduation, except physical education and health, shall be taken for the first time during a summer school session unless the student has maintained a cumulative grade point average of at least 3.5 or its equivalent.~~ **the school's curriculum frameworks shall be used for all courses. The curriculum framework is defined as the course content taught in the class during the school year, which would include all core objectives and other requirements for completing the course.**
  - 4) Summer school teachers shall meet the standard TACS certification requirements **with an endorsement in the subject being taught.**

- 5) Not more than two units shall be earned during one summer.
  - 6) The library, laboratories, and other facilities shall be made available to all students enrolled in the summer school program, as necessary.
  - 7) Financial arrangements for the summer school program shall be approved by the school.
- g. The principal shall comply with the requirements of T.C.A. 49-6-3007 regarding the names, ages, and addresses of all pupils in attendance to the superintendent of the public school system in which the public school is located.
- h. Minicourses and/or programs. Schools may establish minicourses and/or programs under the supervision of a certified teacher and with the approval of the agency. Fractional units of credit may be earned by the student with a maximum of one unit counted toward graduation requirements. The intent of this provision is to permit the nine-week program (for 1/4 unit of credit) or six-week program (for 1/6 unit of credit) for schools wishing to enrich the curriculum and to provide more exploratory opportunities for students.
- i. Out-of-school experiences
- 1) A maximum of one unit of credit may be granted a student for out-of-school experiences approved under guidelines established by TACS.
  - 2) The guidelines require instruction, text materials, or a comprehensive exam with a grade of “B” or above and the same time requirements as for the regular school program. A teacher, certified in the field relating to the program, shall supervise or sponsor the program under the direction of a principal. Prior approval of the program shall be made annually by the agency.
  - 3) Credits earned in out-of-school experiences may not be substituted for required subjects as established by the agency.
- j. General Education Development Testing Program
- 1) The testing program is operated in accordance with the GED manual of the national GED office and rules established by the Department of Education.
  - 2) The chief examiners shall ensure that all examinees meet the state requirements for age, residency, proper identification, and any other qualifications prior to admission to a testing session.
  - 3) A candidate must be 18 years of age before being eligible to take the GED test. A 17 year old may be allowed to take the examination upon the recommendation of the local school superintendent. The superintendent may require written documentation from the applicant to support this recommendation. This rule shall not be used to circumvent participation in the regular high school program.
  - 4) In order to pass, the average standard score on the GED test shall not be less than 45 and no score on any one component of the test battery shall be less than 35.
  - 5) The chief examiner shall report passing scores of current Tennessee residents to the Department of Education as required by the Commissioner of Education.

- 6) The Commissioner of Education shall issue equivalency diplomas only to current residents of Tennessee.
  - 7) Statutory Authority T.C.A. 49-1-302, 49-6-403, 49-6-1201, and 49-6-6001.
- k. Individualized Education Program (IEP)
- 1) “IEP” (Individualized Education Program) means a written plan for each eligible child developed in an M-Team meeting and reviewed and updated at least annually.
  - 2) “M-Team” (Multidisciplinary Team) means, at a minimum:
    - (a) A representative of the school system, other than the child’s teacher, who is qualified to provide or supervise the provision of appropriate special education services;
    - (b) At least one of the child’s current teachers or, if the child has not previously been enrolled in school, a teacher or other specialist qualified to teach a child of his or her age in the area(s) of the child’s suspected special education needs;
    - (c) One or both of the child’s parents;
    - (d) The child, where appropriate;
    - (e) In the case of an initial evaluation, a person who is knowledgeable about the evaluation procedures, the evaluation results, and the child (for a child suspected of having a specific learning disability, the M-Team must include at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech language pathologist, or a remedial reading teacher);
    - (f) Other persons at the discretion of the parents or school system.

3. **Grading**, Promotion, and retention policies

- a. **Grading**, promotion, and retention policies must be in a written format and distributed to parents and students prior to the beginning of the school year. (The parent-student handbook should contain this information.)
- b. Each school shall evaluate and report in writing to the parent(s) or legal guardian(s) each pupil’s progress in each subject, at least every nine week, in accordance with the school’s evaluation plan. The same written reporting procedure shall be used each reporting period. A parent or legal guardian will sign or otherwise acknowledge the report and return it to the teacher. Each school shall develop and implement a school-wide grading policy.
- c. The grading policy shall include a TACS minimum standard of 70 percent for passing and shall be based on subject matter presented. If a school has an existing policy that allows a minimum standard of 65–69, the school must justify the policy to the Approval Agency.
- d. **Each school shall use a uniform grading system (listed below) for students enrolled in grades nine through twelve (9–12) that participate in the Hope**

**Scholarship Program. Students' grades shall be reported for the purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation that correspond to the following uniform grading system: A—93-100; B—85-92; C—75-84; D—70-74; F—0-69. Assigning additional quality points above 4.0 for honors courses, AP, IB, and National Industry Certification courses is not allowed for the purpose of determining eligibility for the lottery scholarships.**

Uniform Grading Scale				
Grade	Percentage Range		Weighting for Honors Courses and National Industry Certification	Weighting for Advanced Placement and International Baccalaureate Courses
A	93	100	May include the addition of 3 percentage points to the grades used to calculate the semester average.	May include the addition of 5 percentage points to the grades used to calculate the semester average.
B	85	92		
C	75	84		
D	70	74		
F	0	69		

4. Teacher assignment

a. Teaching load

- 1) Teachers shall be on duty at least seven and one half clock hours per day and such additional time as the administrative policy requires.
- 2) Responsibilities included in the kindergarten teacher's day shall be instruction, home visits, parent conferences, curriculum planning, and record keeping.
- 3) Pupils shall be distributed as equally as practicable among all teachers.
- 4) Planning Time. Full-time classroom teachers in grades kindergarten through 8 shall be assigned planning time of not less than two hours per week to occur during the time that students are scheduled to be in school. Full-time classroom teachers in grades 7 through 8 shall be assigned planning time of one period per day.

b. Teacher-pupil ratio

- 1) In grades K5-12, maximum membership of any class shall not exceed:
  - (a) Kindergarten through Grade 3—25 pupils.
  - (b) Grades 4 through 6—28 pupils.
  - (c) Grades 7 through 12—35 pupils.

Class size limits may be exceeded in such areas as keyboarding, instrumental music, Bible, and vocal music classes provided that the effectiveness of the



instructional program in these areas is not impaired. The physical education class size shall not exceed 35. Individualized instruction, team teaching, or other such programs designed to meet student need shall not be restricted to the above pupil-teacher ratio.

2) The maximum average daily membership for any full-time vocational teacher shall not exceed 23. In no case shall any single vocational class membership exceed 28, nor shall the average daily membership for the teacher exceed 23.

3) Recommended class size limits.

K5-3.....20

4-6.....25

7-12.....30

c. Pupil load

All students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum of five units of credit for graduation per year. Hardship or gifted cases may be appealed by the student to the local board of the attending school.

5. Records and reports

a. A cumulative record shall be kept up to date for each pupil, kindergarten through grade 12, on such forms and in such condition as shall be required by TACS.

b. Each teacher shall be provided with record forms or materials on which the roster of each class taught shall be kept and on which all data used to determine pupil progress shall be recorded. This record is and shall remain the property of the school and shall be filed with the principal at the end of the year.

c. Each school shall provide for the storage and safekeeping of all records and reports. Transcripts shall be kept in a fireproof safe or a duplicate copy in a separate building. Records and reports may also be kept on disk and stored at a separate location.

d. The maintenance, use, and dissemination of information included in school records and reports shall be governed by written policies adopted by the school.

e. A school that ceases operation must place their academic and attendance records with a church-related, private, or public school in the near vicinity of the closing school in order to safeguard these records and to make them available to authorized persons upon request. The Executive Director shall be notified where such records were transferred.

f. Schools that cease operations shall notify the superintendent of the public school system and the State Department of Education of the location of student records. The State Department of Education will provide forms for this notification.

g. Schools that cease operations shall publish the location of student records in local newspapers.

6. Organization of school program

- a. The school program in grades K5–8 (or any combination of these grades) shall be organized so that each student shall receive learning experiences in the following areas: reading, language, Bible, arts, mathematics, science, environmental education, social studies, health and physical education, art, and music.
- b. At the commencement of the first class of each day in all grades, the teacher in charge of the room in which such class is held shall begin the day in prayer.

7. Student evaluation progress

Student progress shall be reported to the parents on a six-week or nine-week reporting schedule. A designated day for parent-teacher conferences (one per semester) should be incorporated in the school calendar. Parent-teacher fellowships should be scheduled periodically throughout the school year.

8. Withholding of student grades for debts owed to the school **and school fees.**

- a. A school is authorized to withhold all grade cards, diplomas, certificates of progress or transcripts of a student who has taken property that belongs to a school, or has incurred a debt to a school, until such student makes restitution in full.
- b. **The school** shall afford the student and/or the student's parent the opportunity to appeal and be heard if such student and/or the parent disputes the debt, the amount of the debt, or the application of sanctions.
- c. **School fees are set by the attending school.**

9. Vaccination against disease

All students must meet the "vaccination against disease" requirements listed in T.C.A. 49-6-5001 prior to enrollment.

10. Emergency preparedness plans

- a. Each school system shall have a disaster preparedness plan to include, but not be limited to, fire, tornado, earthquake, flood, bomb threat, and armed intrusion.
- b. Each school shall practice emergency safety procedures. See health and safety for additional preparedness requirements.
- c. Each school having jurisdiction that lies entirely or partially within 100 miles of the New Madrid Fault Line shall implement earthquake preparedness drills. Earthquake Drills of the Guidebook for Developing A School Earthquake Safety Program published by the Federal Emergency Management Agency shall serve as the model plan for schools to consider when adopting plans for earthquake preparedness drills. Affected schools shall review and consider the entire guidebook to assure that their schools provide the optimal safety conditions for their students.
- d. Each school having jurisdiction that lies entirely or partially within 100 miles of the New Madrid Fault Line shall conduct at least two earthquake preparedness drills every school year. A record of the earthquake preparedness drills, including the time and date, shall be kept in the respective schools and shall be made available upon request by the Association.

11. Enrollment in college-level courses

a. Option # 1

- 1) Early admission into college may be considered for a 12th grade student who has at least a 3.5 grade point average and a minimum ACT composite score of 25 (or equivalent SAT score). A student must have written endorsement from the principal and the participating institution of higher learning. Written agreements completed by the student and the parents must be placed on file in the office of the principal.
- 2) The freshman course work taken at the participating institution will substitute for the courses that the student needed for graduation from high school. The high school principal will determine appropriateness of the content of these courses prior to the student's enrollment in college.
- 3) A student will be awarded credit for the senior year after having successfully completed the freshman year in college.

b. Option # 2

A qualified student enrolled in the 11th or 12th grades may enroll in college level courses that are conducted at times other than the regular school day at an institution of higher education. The student may receive high school credit for participating in such courses in accordance with the policy of the local board of education.

c. Option # 3

Local boards of education may adopt policies providing for college level courses to be conducted during the school day on the high school campus. Such courses must be taught by certified teachers or bona fide college instructors approved by the local school system and the post-secondary institution. These courses are to be considered a part of the school program, with content and instruction subject to the supervision of the principal of the school and the local board of education. Dual credit (high school and college) may be offered under this option.

12. Policy manuals

Policy manuals promulgated by an agency-approved school must be submitted to TACS when the Agency-Approval Application is initiated.

13. Mandatory kindergarten age

A child must be five years of age on or before ~~August 15~~ ~~September 30~~ **beginning 2014-2015** to enroll in kindergarten. A child does not have to enroll in school at five years of age, but enrollment must occur no later than the sixth birthday.

14. School Improvement Program (SIP)

- a. School improvement focuses on student performance and learning in relation to effective teaching and curricular strategies. Continuous assessment, shared leadership and vision, staff planning and development, accountability, curriculum development, and instructional strategies are fundamental to school improvement. The key element in school improvement is people, and the key ingredients for Christian educators are people of integrity, positive attitude, loyalty, and commitment to the Christian faith and educational professionalism. This element originates with a committed principal and

staff who know what kind of Christian school they want. Their mission is clear and focused; the expectations for student success in the spiritual and educational domains are high. “That ye may walk honestly toward them that are without . . .” (1 Thess. 4:12).

- b. School improvement incorporates agency-approval and accreditation requirements with the dedication and professionalism of a committed faculty to maximize the school’s mission and purpose. Clearly defined goals and measurable instructional and administrative objectives that are rooted in the school’s mission and purpose statement, i.e., the school’s Christian philosophy of education as it relates to all aspects of the school’s program, are basic to an effective School Improvement Program (SIP). These goals and objectives are best achieved when the entire staff is involved, not just a few people who do the paper work. “In the multitude of counselors there is safety” (Prov. 11:14). School improvement is more than a paper demand or the fulfillment of agency-approval or accreditation requirements. It is a team effort, an effort that needs the pastor, teachers, and administrators’ determined effort and devotion to the achievement of common goals.
- c. The assessment component of school improvement verifies the achievement of projected goals and objectives. The evaluative tools used to measure school improvement will vary according to the SIP’s framework—goals and objectives. Both objective and subjective criteria are used in assessment; the assessment aim is to validate results without bias or prejudicial interference. The School Improvement Plan shall be updated every two years and includes areas such as curriculum, instruction, professional development, and community partnerships (if applicable), and addresses the long-range strategic action plan of the administration.

#### 15. School Improvement Planning Framework

- a. School improvement has been an ongoing process since accreditation began in 1974. As the years passed, the accreditation program broadened its evaluative process and deepened its assessment. Eventually, it became a model for school improvement that can easily fit the five key elements described in the following School Improvement Planning Framework. These components are best characterized by the following “design questions,” though these questions are certainly not intended to be a complete list of focus questions. Carefully read each question and think about the answers.
  - 1) Profile
    - (a) How can we best describe the students we serve in our school?
    - (b) How do single family and unchurched parents affect the achievement of our mission and purpose?
    - (c) What do families expect from our school?
    - (d) How does the community view our school?
  - 2) Mission and purpose
    - (a) What is the written mission of our school?
    - (b) Is it in writing?
    - (c) What does it mean, and how is it communicated?

- (d) Is the mission statement Christ-centered and Bible-based?
  - (e) What do we believe about pedagogy and learning?
  - (f) How do we complement the home?
  - (g) What do we want students and parents to remember about our school?
  - (h) How can we close the gap between the way our school is and the way we would like it to be?
- 3) Desired student outcomes
- (a) What is our vision of a spiritual student?
  - (b) What is our vision of a well-educated student?
  - (c) What do we expect students to do with their learning, both spiritually and academically, when they graduate or transfer?
  - (d) What do we expect students to know when they complete a grade/subject?
  - (e) What do we expect students to know when they graduate?
  - (f) How do we monitor our graduates year to year to verify student outcomes?
  - (g) How do we measure the ability of our students to make biblical decisions?
  - (h) How do we produce effective thinkers (critical and creative)?
  - (i) How do we teach competent and useful communication skills?
- 4) Analysis of current practices
- (a) How do instructional practices in our school hinder or help our mission and purpose?
  - (b) How do administrative (organizational) practices hinder or help the desired results for student learning?
  - (c) How do we determine textbook selection and curricular decisions?
  - (d) How is staff development used to complement teacher effectiveness?
  - (e) How is teaching effectiveness determined by the administration?
  - (f) How is classroom biblical integration measured?
- 5) Action
- (a) What can we do to more fully achieve our mission and purpose for student learning and spiritual development?
  - (b) How can parents be involved without exerting control?
  - (c) How can resources be acquired to implement reform?
  - (d) How can improvement be measured?

## 16. Five components of SIP

- a. Christian school educators continuously strive to meet the needs of a diverse range of students, that is, gifted, average, and slow learners. The students' economic and spiritual backgrounds (lost, carnal Christians, and spiritual Christians) often include as much diversity as their intellectual backgrounds. (Spiritual diversity is, at times, observed in the faculty.) Against this backdrop of diversity, Christian schools seek to meet the individual spiritual, academic, social, and physical needs of each student. In addition, administrators have concern for the professional development of the staff, the financial needs of the school and the staff, and the academic and spiritual climate of the school.
- b. Strategic planning is involved in the implementation of the school's mission and purpose statement. The development of the mission and purpose statement is the foundation to the SIP. What the school believes as an organization and how the school personnel embraces and implements the school's philosophical distinctives within the school's organizational framework determine the quality of school improvement. The success of a Christian school is measured by the school's mission and purpose. This requires honest and soul-searching responses to the following mission- and purpose-related statements and focus questions. Collectively, the responses to the following five SIP component areas and the previously referenced framework design questions make up a school's improvement program strategies. The following focus questions are not intended to be an exhaustive list.
  - 1) Mission and purpose: goals and biblical beliefs
    - (a) Why do we exist?
    - (b) Is our mission in writing? Is it biblically based? What does it mean?
    - (c) What are our biblical distinctives? What do we believe?
    - (d) What biblical distinctives do we want our faculty members to believe? Our students?
    - (e) How does the mission statement drive the administrative decision-making process?
    - (f) How do we communicate our mission to the teachers? To the students?
    - (g) How do we communicate our mission to the parents? To the community?
    - (h) Who are our constituents?
  - 2) Student expectations
    - (a) What is our definition of an educated student?
    - (b) What do we want students to know academically? Spiritually? Socially?
    - (c) What are the minimum expectations (in addition to passing core objectives) for exiting a grade or subject?
    - (d) What provisions are made for students falling behind in school work?
    - (e) What do we expect students to know when they graduate?

- (f) How are learning impaired students identified and helped?
  - (g) What academic expectations must learning impaired students meet to enroll in the school?
  - (h) What communication skills must students demonstrate at each grade level? Thinking skills? Writing skills?
  - (i) How are parents expected to work with teachers?
  - (j) What do we want homework to accomplish?
  - (k) How do we measure the ability of students to make biblical decisions?
- 3) Curriculum and instructional strategies
- (a) What instructional methods do teachers use?
  - (b) What is an effective teacher?
  - (c) What curriculum guidelines control the curriculum process?
  - (d) How are the course core objectives determined?
  - (e) How are target performance and instructional objectives used in teaching?
  - (f) When and how are objectives adjusted to meet the needs of special students?
  - (g) How is a curriculum's effectiveness measured?
  - (h) How is teaching effectiveness determined? Measured?
  - (i) How is biblical integration implemented?
  - (j) How are students' learning styles identified and accommodated?
  - (k) How are administrators' expectations measured?
- 4) Assessment
- (a) How are students' skill expectations measured?
  - (b) How are students with learning difficulties assessed?
  - (c) How are students' spiritual expectations measured?
  - (d) How are students' social expectations measured?
  - (e) How are students' spiritual achievements measured?
  - (f) What criteria are used to measure students' performances?
  - (g) How is learning assessed by the administration?
  - (h) How are target performance objectives measured?
  - (i) How is biblical integration measured?

- 5) Strategic action plan
  - (a) How are strategies and time lines validated?
  - (b) How are academic and spiritual strengths and limitations identified? Resolved?
  - (c) How do strategies relate to the mission?
  - (d) How are teachers involved in strategic planning?
  - (e) How are students and parents involved in strategic planning?
  - (f) What will each strategic incentive cost—dollars, people, facilities, and time?
  - (g) How are strategic development plans implemented?
  - (h) How are results communicated to teachers? Parents?
  - (i) How are surveys developed?
  - (j) Who is surveyed, and when are they surveyed?

17. Planning process

- a. School improvement entails the examination of a school's existing organizational structure in the five areas listed above with the goal in mind to improve the quality of Christian education. The entire improvement procedure is based on the articulation and clarification of a Christian-based mission and purpose (vision) for the school and a continuous appraisal of the mission's implementation and effectiveness. This involves an endless cycle of communication among the various parties involved in the process. Constant monitoring and staff development tied to identified needs is essential to the success of school improvement.
- b. School improvement requires the answering of planning process questions.
  - 1) What do we need to know to assess academic effectiveness? Spiritual effectiveness?
  - 2) How will we improve academic effectiveness? Spiritual effectiveness?
  - 3) Who needs to know the assessment findings?
  - 4) How should it be packaged and presented? And to whom?
  - 5) How does this relate to school policy? School philosophy? Church policy? Church philosophy?
  - 6) How will the faculty be involved? Parents? Students? Community?
  - 7) How will professional and staff development be tied to school improvement?
  - 8) What resources are needed?
  - 9) What personnel assistance is needed?
- c. The School Improvement Plan, if it functions correctly, must be carefully monitored and continuously assessed. Identifying needs is much easier than resolving needs. Therefore, the school improvement focuses on five distinct areas: academic excellence, spiritual conformity (conforming young lives to the image of Jesus Christ), parent relationships, staff development, and facilities. Planning is required in all five areas.



- d. School improvement is data-based and data-driven (same concept used in evaluating student performance and teacher effectiveness); therefore, the planning process begins with data collection and organization. Data may include surveys (students, faculty, parents), standardized test results (Stanford Achievement Test, Tennessee Comprehensive Assessment Program, ACT, SAT, etc.), teacher assessment policies, attendance, promotion and retention rates, projects, graduation rates, and other indicators of progress. Data should be collected for at least three years (agency-approved schools have most, if not all, of this data) and organized in a way that is easily understood by the personnel involved in the SIP planning stage. This translates into a cycle of continuous improvement in the following areas:
  - 1) Analysis of student performance data
  - 2) Analysis of pedagogy
  - 3) Analysis of curriculum
  - 4) Analysis of student performance and learning

Planning takes time, as does the implementation of plans. The total process will take three to five years. School improvement is an integral part of the accreditation process—Self-Study Guide.

#### 18. Planning team

An important SIP element is the planning team (committee). School improvement is too involved for one person to assume the total responsibility. Therefore, school improvement involves more than the principal, even though the principal will most likely assume a major role in the project. Ideally, the committee will represent the school's major role players—principal, supervisors, and teachers—and the number of committee members will range from three to seven, depending on the size of the school. In some phases of the program, supportive parents and mature students may be included in the planning process.

The role any group plays in SIP is defined by the administration. The effectiveness of SIP, if it is approached intellectually and positively, depends on the involvement of the major role players and their commitment to the process. The planning team must focus on the mission of the school within the framework of the school's mission. This, of course, involves a constant comparison of “what we want to be” and “what we really are.”

#### 19. Defining mission and purpose

- a. The initial phase of school improvement is articulating the school's mission and purpose in writing. As simple as this task may appear, it involves time and effort on the part of all involved players, in particular the pastor and principal for church-related schools and the principal and board president for board-related schools. The question must be asked, “What do we believe to be our responsibility in providing a quality Christian education for the children who attend our school?”
- b. The mission and purpose statement is a two to three sentence expression of the school's fundamental purposes for existence. The author(s) of this statement must carefully and cautiously analyze the church's (or school's) beliefs and vision for Christian education. The mission statement will be drafted and revised before it is finalized. Once finalized, the appropriate leadership approves it and disseminates it in policy manuals, interviews (teacher, parents, and student interviews), and written

communications (brochures, newspaper articles, enrollment applications, school letterhead, etc.). The mission statement is often expanded to include the school's biblical convictions and distinctives and its behavior and moral ethics.

- c. To preserve the school's original mission and purpose for existence, the relationship between theory and practice must be constantly monitored by the sponsoring church and/or founder(s). The school's leadership (pastor, deacons, principals, supervisors, teachers, and board members) and their commitment to the preservation of the school's mission and purpose will determine the effectiveness and longevity of the school. School improvement must complement the mission and purpose.

## 20. Learner expectations

The controlling element of SIP is a Bible-based, Christ-centered philosophy that is directed toward the training of students who are academically and spiritually prepared for life after graduation. Instructional and instructional-related programs must focus on the short-term and long-term effects they will have on the students, for example, curriculum, pedagogy, employment and retention of staff members, assessment, etc. Desired performance standards and student outcomes that complement the school's belief system and mission statement are crucial to the expectation process.

The SIP committee members must answer the question: "What do we want our students to know and be able to do as a result of having attended this school?" To answer this question, learner expectations must be measurable; if not, the whole improvement process becomes diluted at its best and wishful thinking at its worse. This is why goals and measurable objectives (as well as instruction- and noninstruction-related administrative objectives) are basic to school improvement. Without written, measurable objectives, no one really knows what anyone else is achieving or the success/failure of any aspect of the educational program. Education is more than one teacher in one part of the school building doing a superb job (or perhaps not doing a superior job). School involves the total faculty, and unless education is seen in the whole instead of in segregated parts, it will lapse into mediocrity and never achieve its mission and purpose. Education is too fragile to leave to chance; everyone must be accountable to someone for everything he does.

## 21. Current organizational structures

The first step in answering the question presented in the previous paragraph is identifying how the curriculum, staff, students, and time are currently structured in relation to the school's mission—academic excellence and spiritual conformity. The importance of this step cannot be overemphasized. This stage of school improvement allows discussion on the appropriateness of each component of the school improvement process. Change may not be needed, nor is it required in every facet of the school's organizational framework. However, an honest evaluation of each area, no matter what it is, serves either to reinforce what is being done or to prompt change. Areas that may need improvement include textbook selection procedures, scheduling, course offerings, entrance policies and exams, promotion and retention policies, gifted and remedial programs, teachers' qualifications, staff development, teacher financial incentives, etc.

22. Identification of strengths and weaknesses

The SIP committee should analyze all collected data and use its knowledge to identify strengths and weaknesses as related to the mission and purpose of the school and to learner expectations. This analysis becomes the focus of improvement planning. Once identified, strategy statements are developed.

23. Strategy statements

How are strengths maintained and weaknesses resolved? At this point in the school improvement process, the SIP committee develops written strategy statements. Strategy statements address curriculum, pedagogy, staff and professional development, financial resources, technology (role of computers), parent involvement, etc. Input is solicited from the entire staff. The leadership and SIP team members will develop all discussion agendas and assume the responsibility for all written reports. Input from content personnel will enhance the strategy statements. An analysis of the school's instructional and organizational effectiveness is prerequisite to developing strategy statements. The gathering of student performance information for each desired performance standard is needed to determine which target areas were hit and which were missed. Strategy statements will also consist of potential target areas and ways to measure their success (Exhibit 16).

24. Development plans

Improvement plans identify who is responsible for what. Leadership will delegate significant portions of the plan to responsible, qualified personnel, for example, the SIP committee. Responsibilities, completion dates and timelines, and expected results are assigned by the responsible leaders and/or committee(s). The focus includes the mission and purpose statement, learner expectations, and the school's strengths and challenges. Agreement or consensus on target areas and written statements for each target area must be challenging, measurable, and attainable. In this stage of SIP, budget and resources are considered, time frames are set, and personnel are assigned. Hopefully, someone on the committee will study and explore valid, appropriate research on teaching and learning strategies, adding a much-needed dimension.

25. Accountability

The goal of school improvement, as simple as it may appear, is school improvement. What is inappropriate with identifying in agency-approved and accredited schools the areas that need enhancement or de-emphasizing and acting upon these areas in an informed and organized manner? Agency approval and accreditation are designed to help schools implement a continuous improvement effort, an effort that does not infringe on the school's mission and purpose—academic excellence and spiritual conformity. The improvement process never ends. Accreditation and agency approval do not end when the visiting team leaves a campus. Schools learn from TACS school improvement activities. This learning and self-teaching process is a continuous procedure. If it stops when the team leaves town, school improvement stops. This is not the intent of agency approval or accreditation.

26. Pursuit of excellence

Agency approval and accreditation focuses on school improvement and strategy development. Every aspect of the TACS School Improvement Program over the past sixteen years has been to improve learning and teacher effectiveness. Will school improvements reach finalization? As we strive toward perfection as Christians, a point we will never reach

but are admonished by Jesus Christ to strive toward, we must also strive to improve our schools to the best of our resources and abilities, even though we will never be totally satisfied with our position on the perfection scale. “Be ye therefore perfect, even as your Father which is in heaven is perfect” (Matt. 5:48). We must continue to do our best in every area of our schools. To do less is inexcusable to ourselves and to the One whom we serve.

27. Testing

- a. A TACS norm-referenced testing program (Stanford Achievement Test) or a State Department of Educational standardized achievement testing program in reading, language arts, spelling, math, science, and social science shall be administered to each pupil in grades 2 through 11.
- b. Results of standardized tests must be communicated to teachers and parents and kept on file at the school for ten calendar years.
- c. Writing assessment shall be administered in grades 5 and 8.

28. Pupil personnel services

a. Attendance services

- 1) Each school shall develop attendance standards and policies that address, but are not limited to, the following:
  - (a) Attendance policies shall be firm, but fair, so that each student has a reasonable opportunity to meet the minimum requirements.
  - (b) Effective accounting and reporting procedures shall be developed to keep parents or guardians informed of a student’s absence from class.
  - (c) Policies shall accommodate extenuating circumstances created by emergencies over which the student has no control.
  - (d) Appeal procedures shall be included to assure the student’s right of due process.
  - (e) Alternative programs shall be established to provide educational options for any student who severely fails to meet minimum attendance requirements.
  - (f) Students must attend each course 80% of the school days in a given semester. Failure to comply may result in the failure of the course.
- 2) The program of attendance services shall include procedures for:
  - (a) Preventing nonattendance and problems involving chronic absenteeism.
  - (b) Addressing those conditions that cause chronic absenteeism.

b. Guidance services

- 1) Each school shall develop a guidance services program designed to:
  - (a) Assist all pupils in assessing their abilities, aptitudes, interests, and educational needs.
  - (b) Assist all pupils in their spiritual development.
  - (c) Increase all pupils’ understanding of educational and career opportunities and requirements.

- (d) Help all pupils to make the best possible use of these opportunities through formulation and achievement of realistic goals.
  - (e) Help all pupils to attain satisfactory educational and personal adjustments.
  - (f) Provide information to be used in planning and evaluating the school's total program.
- 2) The program of guidance services shall include the following:
- (a) Informational services—orientation to the school program, occupational and educational information for pupils', parents', and teachers' uses.
  - (b) Counseling—both individual and group as needs of pupils dictate.
  - (c) Collection, maintenance, and utilization, where appropriate, of pupil data for instructional program planning and pupil guidance.
  - (d) Pupil placement—in-school and out-of-school, pupil referral sources.
  - (e) Follow-up—in-school pupils and out-of-school graduates and school leavers.

## Section XII: Facilities

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### Facility Standards

1. **School facilities and** Plan approval

a. **Each school shall comply with rules, regulations, and codes of the city, county, and state regarding planning of new buildings, alterations, and safety copies of state regulations may be obtained from the office of the State Architect.**

b. Any school under construction shall have plans and specifications approved by appropriate local and state approval agencies.

Note 1: Plans and specifications shall be transmitted to the Department of Insurance and the Division of Fire Prevention for review in compliance with current adopted codes.

Note 2: Requirement for licensed architect or engineer. (See T.C.A. 62-2-107.)

~~c. Plan shall also be submitted to the Tennessee Association of Christian Schools to determine whether or not school building standards are being met and proper procedures followed.~~

~~d. The TACS Office may make inspections during the construction period. Code violations will be noted and a letter stating such shall be returned to the school.~~

e. Additions to existing building. When major modeling or renovations or additions are made to existing buildings, deficiencies, if any, on the existing building shall be removed simultaneously with or according to a plan presented to, and approved by the **appropriate state entities.** ~~Tennessee Association of Christian Schools.~~

2. Health and safety

a. School health services

1) Each school shall develop a school health service program designed to:

(a) Contribute to the realization of educational goals of all pupils.

(b) Minimize problems of school attendance.

(c) Contribute to the adaptation of school programs to individual needs and abilities.

(d) Help all pupils obtain the health care needed.

2) The school health services program shall be directed toward the determination of health needs, follow-up and interpretation of those needs, care of emergency illness and injury, and disease prevention. These services shall include:

(a) Identification of physical, mental, or emotional characteristics of pupils that will prevent them from attaining their potentialities through Christian school education. This may include observation and screening by teachers and physical and dental examinations.

- (b) Each school shall have a written policy providing for a complete medical examination or medical assessment of every child entering school for the first time. This examination or assessment shall be performed by a doctor, physician assistant, nurse practitioner, or a properly trained public health nurse. No child shall be admitted to school without proof of immunization except those exempt by statute as provided in T.C.A 49-6-5001.
  - (c) A complete, annual medical examination of every pupil prior to participation in interscholastic athletics. (This report shall be filed in the principal's office.)
  - (d) A cumulative health record that shall be confidential for pupils, parents, and teachers, and kept up to date as additional information is gathered.
  - (e) A record for each pupil, which is kept in the principal's office and indicates information as to how and where to contact parents in case of emergency, and arrangements for transporting the pupil to the home, doctor, or hospital.
  - (f) A report of each accident taking place while the pupil is under the jurisdiction of the school, filed in the office of the principal.
  - (g) Teacher referral of pupils for available health services.
  - (h) The use by the teachers and principal of the information of each medical service rendered and/or recommendation given for each pupil, as a basis for a more meaningful school health program.
  - (i) Evaluative criteria that include the extent and use for available health services based upon needs of pupils within the school.
- 3) The school system's health services program shall include:
- (a) The school shall have a written policy for excluding pupils with communicable diseases including AIDS, ARC, & HIV and for readmitting them following recovery. The school shall have a written policy for taking care of sick or injured pupils (to include notification of parents) in case of emergencies that occur while the pupil is under the jurisdiction of the school.
  - (b) Each employee in a school, prior to entering service, shall present a physician's certificate showing a satisfactory health record. Employees shall present a certificate thereafter at a five-year interval.
  - (c) All school food service facilities shall maintain, in the storage, preparation, and serving of food proper sanitation and health standards in conformance with all applicable state and local laws and regulations.
  - (d) Each school system shall develop procedures for reporting suspected cases of child abuse and neglect (T.C.A. 37-1-403).
  - (e) The school shall abide by all state and federal health laws.
  - (f) **The school shall have a written policy for handling drug/alcohol problems that may occur in the school.**

(g) **The school and school personnel shall implement for all children and adults the universal precautions as defined by the State Department of Health for handling blood and other body fluids. Information about universal precautions and related safety procedures shall be distributed by the agency to all school systems and school personnel in Tennessee.**

b. School psychological services

- 1) Each school shall develop a plan for making psychological and spiritual services available to its staff and students.
- 2) A program for student psychological and spiritual needs shall be established by the principal.
- 3) Consultation with teachers, administrators, and parents in developing programs that provide for the individual needs of students.
- 4) Helping to plan and participate in in-service programs for teachers and other school personnel.
- 5) Developing a collaborative working relationship with all school personnel and community agencies for promoting sound mental health practices throughout the school program.

c. Cooperation in the development, organization, and administration of a screening and assessment program for students.

d. Health requirements

- 1) Drinking water must come from a source approved by the health department, supplied by sanitary means, and must be available to the children.
- 2) Lavatory facilities
  - (a) Sufficient water, flush toilets, and lavatories must be readily accessible to the children. Sanitary disposal of waste is one of the most important and effective public health measures in prevention of disease.
  - (b) Towels and soap should be provided for the children to use for washing their hands.
- 3) Emergency needs
  - (a) There should be a telephone with emergency numbers listed in an available location in case of emergency.
  - (b) A first-aid kit, well stocked, should be available.
- 4) Outdoor play equipment
  - (a) There must be safeguards, such as fences, if there are existing hazards to the safety of the children.
  - (b) The age levels, abilities, and safety of the children must be considered in equipping outdoor play areas. Equipment should include a variety of



items for activities such as climbing apparatus, wheel toys, sandbox, balls, and water play materials.

- (c) Placement of equipment must be planned to avoid the danger of collision and accidents. Supports for climbing and large equipment must be securely fastened to the ground.
- 5) Drinking water
- (a) Drinking water shall be provided according to standards promulgated by the State Department of Health and Environment requirements.
  - (b) One drinking fountain shall be provided for each 20 pupils enrolled, with not more than two fountains placed at one location.
  - (c) The floor covering under drinking fountains shall be a water resistant material to insure convenience in preventive maintenance and custodial care.
- 6) Corridors
- (a) Primary corridors of buildings with ten or more rooms shall be at least 10 feet wide, net.
  - (b) An eight-foot corridor, net, is acceptable if each classroom is provided with a door leading directly to the outside.
  - (c) No dead-end corridor shall extend more than 20 feet beyond a stairway or other means of exit there from. (See Adopted Codes.)
- 7) School attendance centers
- (a) The attendance center shall be so located as to best serve the needs of the church, school, and community.
  - (b) Teaching stations shall be so designed and organized as to best carry out the process of student instruction and learning. Furniture shall be sized to meet the appropriate instructional needs of the pupil.
  - (c) The building and service roads shall be so arranged as to adequately and safely allow vehicle access.
- 8) School site
- (a) It shall be necessary for each school to provide acreage to meet the exercise and activity needs of the student enrollment.
  - (b) Elementary. Adequate playground equipment shall be available as appropriate.
  - (c) Junior/Senior High. Acreage or access to acreage shall be provided for organized activities such as volleyball, basketball, softball, and soccer.
  - (d) The land shall be well drained and free from objectionable odors and noises.

- (e) Public utilities including water, electricity, gas, and telephone shall be available as appropriate. A sewage disposal system shall be provided according to the State Department of Health and Environment requirements.
- (f) Adequate parking shall be provided for faculty, students, and visitors. Parking areas shall be designed so as not to interfere with student activities and safety.

### 3. Classrooms

- a. Classrooms must be provided that will meet pupil and instructional needs. The size and equipment provided shall be governed by the purpose for which the classroom or space is being used.
- b. Regular classrooms must contain not fewer than 32 square feet per pupil.
- c. Natural lighting shall be supplemented by shadow and glare-free artificial lighting in amounts that provide at least 30-foot candles on desk top. Special areas shall be lighted in accordance with recommended standards.
- d. Classroom windows shall be equipped with approved means to control natural light.
- e. All stairs and corridors shall be lighted with artificial illumination that will provide not less than 20-foot candles of light and be controlled from a central switch.
- f. Every classroom shall have a minimum of three duplex electrical outlets. One duplex outlet shall be located on each of three walls.
- g. All spaces shall be designed for natural ventilation, mechanical ventilation, or a combination of both.
- h. Open flame heaters shall not be used in occupied spaces.
- i. Primary fuel selection shall be based on availability, economics, and heating and air conditioning type.

### 4. Facilities for handicapped.

Schools with qualifying handicapped students must provide adequate facilities and instruction. TACS recognizes, however, that situations could exist whereby it would be financially impossible to provide adequate facilities and personnel for certain handicapped students at normal tuition rates or when the enrollment is very small.

### 5. Laboratories

- a. Chemicals shall be stored in a secured area.
- b. All laboratories shall contain furniture and equipment designed to accommodate pupils and programs.
- c. Hazardous chemicals shall be disposed of in accordance with local requirements.
- d. Science laboratories shall provide as needed for the program and code requirement.
- e. Science laboratories shall provide a minimum of 35 square feet per pupil. Adequate storage space shall also be provided.

- f. All science laboratories or laboratory/classrooms for grades 9–12 shall be equipped with eyewash equipment, first-aid kit, fire extinguisher, safety goggles for all students, and a master control system for gas and electricity.
6. Library/Media
- a. The school library media program supports a school’s philosophy and helps implement the school’s objectives by being totally integrated in the teaching/learning process. Each school shall have resources available for classroom and individual use in sufficient quantity, quality, and variety to implement the instructional program in all areas and to support the development of students. The library media center’s primary functions are to assist in the identification, evaluation, acquisition, production, organization, and coordination of the school’s resources and to motivate, instruct, and assist students and teachers in their effective use.
- b. In these standards, the term *library media* replaces the use of library, audiovisual, instructional materials, learning resources, and any other like term.
- 1) Library media personnel
- The principal, or faculty member designated by the principal, shall serve as library media coordinator in TACS schools. This person shall have the responsibility for coordinating the selection, organization, and inventory of the library media collection.
- 2) Materials collection
- (a) This collection shall consist of items selected to meet instructional and developmental needs of the students and should be adapted to the abilities and individual needs of the students. There shall be provided sufficient items. An item is defined as a book, film, videotape, filmstrip (sound or silent), transparency set, slide set, kit, sound reproduction (tape and/or disc), model, microfiche, microfilm, or any other print or nonprint item of a similar nature made by any method now developed or hereafter to be developed. Magazines should be selected on the basis of need and grade level of all students. There shall be at least one set of encyclopedia copyrighted within the last five years.
- (b) Software Based Collection. Individual CD-ROM discs may be counted as the number of eligible hardbound units they replace. For example, one CD-ROM disc that contains the equivalent of a twenty-volume set of encyclopedias or other reference books may be counted as 20 units. A disc containing the complete works of Shakespeare equivalent to three hard-bound volumes may count as three units. Such collections may count no more than 20% of the total collection.
- (c) **Internet-Based Collection. Internet-based collections and subscriptions may be counted provided the following criteria are met.**
- (1) **Internet-based connections in the library information center are sufficient to provide access to students at a ratio of a minimum of 100:1.**

- (2) **Internet-based materials count no more than 20 percent of the collection or subscription. Only full text may count toward the collection total.**
- (3) **Internet-based materials may count up to 30 percent in schools in which the library media specialist has received the Tennessee Electronic Library training.**

3) Equipment collection

Each school shall provide the necessary instructional equipment for the utilization of its materials collection.

4) Organization

(a) All schools shall:

- (1) Follow a system-wide written procedure for selection and acquisition.
- (2) Maintain an up-to-date shelf list.
- (3) Establish a procedure for marking and properly shelving items.
- (4) Establish an adequate circulation system.
- (5) Establish a continuous process for weeding the collection.
- (6) Develop a school library media inventory system for all items and equipment.

(b) Those schools shall:

- (1) Classify print items by the Dewey Decimal or Library of Congress System and nonprint items by an acceptable and workable system.
- (2) Develop a card catalog of all items.

5) Use of library media services

It shall be the responsibility of the principal and the library media staff to apprise teachers of available resources. The development of student competency in the independent use of resources shall be the joint responsibility of the library media staff and classroom teachers.

6) Access to library

Students and faculty shall have access to the library media center.

7) Appropriation

The minimum expenditure for library materials shall be \$4.00 per pupil in average daily attendance, not to include materials and consumable supplies for classroom use. During any year in which the said allocation is not completely spent, the remaining funds shall remain for use in the subsequent year according to the plan for the expenditure of these funds.

7. Physical education/playground
  - a. Every school shall be provided with an area for physical education consisting of a well-drained, smooth playground.
  - b. A school with fewer than 500 pupils shall provide a gymnasium with at least 4200 square feet. Those over 500 pupils must have at least 5200 square feet.
  - c. If an on-site gymnasium is not available, the use of a gym will be contracted in the local community.
8. School fire safety codes
  - a. Prior to building occupancy, fire marshal permits are necessary.
  - b. Existing school facilities are not required to meet all guidelines applicable to a new structure. However, it shall be necessary for each existing school to contact the local fire marshal for an inspection and letter of occupancy.
  - c. Facilities must also be approved by local health authorities. The general inspection should include your kitchen, playground, and waste disposal system. The State Department of Health and Environment should be contacted for additional information.
  - d. Fire regulations
    - 1) Inspections—The school should be inspected annually by the local fire department or fire marshal. All deficiencies should be corrected as soon as possible.
    - 2) Drills
      - (a) Fire drills are required once a month.
      - (b) Records are kept on each fire drill and should include the time and any problem experienced during the drill.
      - (c) Students should be instructed in safety procedures for tornadoes and other emergency situations.
    - 3) Exits
      - (a) All exits, stairways, and halls must be kept clear and unobstructed.
      - (b) All exits are to be marked and lighted.
      - (c) All doors must open outward and have required hardware. There must be a sufficient number of doors available for emergency situations.
    - 4) Electrical regulations
      - (a) All electrical wiring must be approved and properly maintained.
      - (b) All electrical appliances must be maintained in good operating condition.

- 5) Fire extinguishers
  - (a) Fire extinguishers should be placed in available locations and kept in good operating condition.
  - (b) Extinguishers should be kept charged and inspected every year and should be the proper size.
  - (c) All staff members are to be instructed in the use of the extinguishers.
- 6) Fire alarms should be placed in accessible locations and kept in good operating condition.
- 7) General requirements
  - (a) Keep all halls, stairways, and utility closets clear of rubbish.
  - (b) All finishes are to be fire retardant.

9. Transportation

All schools involved in transporting students to and from school (field trips included) must comply with state transportation guidelines. TACS must have proof of compliance in four areas:

- a. In-service training. All bus drivers must attend a school training course on a yearly basis. Safety, first aid, and driving procedures must be covered.
- b. Bus inspection. Each bus must be inspected yearly. If city or county bus inspection is not available, a certified mechanic should provide a letter of compliance.
- c. Insurance. A letter from your insurance provider shall be on file.
- d. Bus Driver License. A driver must maintain a valid commercial driver's license.

Further regulations and suggestions are available from the State Department of Transportation and/or State Department of Education.

We recommend that a daily bus driver checklist be formulated and maintained. It should be completed by the driver and filed in the office. This daily check is necessary to ensure a bus does not deteriorate and become unsafe. Items to be included but not limited to:

Tires	Brakes	Hoses
Flashers	Signal Lights	First-Aid Kit
Head Lights	Belts	Fire Extinguisher



## Educational Guidelines for TACS Member Schools

1. Length of the school year must include 180 days of school, not including pre- and post- inservice training days, professional days, and days missed for inclement weather (State law T.C.A. 49-50-801).
2. Length of the school day should equal or exceed 7 hours per day for 180 days per school year.
3. High school classes should meet a minimum of 50 minutes to a maximum of 60 minutes per class period.
4. Junior high school classes should meet a minimum of 50 minutes to a maximum of 60 minutes per class period.
5. Number of high school class periods will vary from 6 to 7 per day depending on the length of the school day and the number of minutes allocated each class period.
6. Number of junior high class periods will vary from 6 to 7 per day depending on the length of the school day and the number of minutes allocated each class period.
7. Number of high school credits applicable toward a high school diploma must equal or exceed 26 credits of course work in grades 9–12.
8. Academic qualifications for all classroom teachers should equal or exceed a 4-year college degree in the specialized field of the assigned teaching responsibilities.
9. Academic qualifications for part-time and full-time school administrators should exceed a bachelor's degree with special emphasis placed upon administration courses.
10. Comply with all rules and regulations and codes of the city, county, and state regarding planning of new buildings, alterations, and safety.
11. Comply with all rules and regulations of the Tennessee Department of Health and Environment regarding construction, maintenance, and operation of the school plant.
12. Observe all fire safety regulations and procedures promulgated by the Tennessee Fire Marshal's Office.
13. Comply with the requirements of T.C.A. §49-6-5001 that each child enrolled in school be vaccinated against disease.
14. Comply with the requirement of T.C.A. §49-6-3007 that the names, ages, and addresses of all pupils in attendance be reported to the superintendent of the public school system in which the school is located
15. Schools must test all students each school year with a standardized achievement test, preferably the Stanford Achievement Test.
16. Students must be 5 years of age by August 15 to enter kindergarten.
17. High school diploma requirements are listed on next page.

# High School Diploma

## Effective 2009–2010 for Entering Freshmen

<b>Courses</b>	<b>Units</b>
Bible, I, II, III, and IV <sup>1</sup> .....	4
Language I, II, III, and IV .....	4
Mathematics <sup>2</sup> .....	4
Science <sup>3</sup> .....	3
Social Studies <sup>4</sup> .....	3
Wellness .....	1
Physical Education .....	1/2
Personal Finance .....	1/2
Foreign Language <sup>5</sup> .....	2
Fine Arts <sup>5</sup> .....	1
Electives Focus .....	3
<b>Total</b> .....	<b>26</b>

- 1 One year of Bible for each year enrolled in a member school.
- 2 Students who enter 9th grade in 2009-10 and thereafter shall be required to achieve, by the time they graduate, at least the following: Algebra I, Geometry, and Algebra II (or the equivalents) plus one additional mathematics course beyond Algebra I. All students will be enrolled in a math class each year. Students with qualifying disabilities in math as documented in the individualized education program shall be required to achieve at least Algebra I and Geometry (or the equivalent). The required number of credits in math will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.
- 3 Students who enter 9th grade in 2009-10 and thereafter shall be required to achieve, by the time they graduate, at least Biology I and either Chemistry or Physics plus another laboratory science. Students with qualifying disabilities in reading and/or math as documented in the individualized education program shall be required to achieve at least Biology I and two other lab science credits. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodation as determined by the IEP team.
- 4 The social studies curriculum shall include United States History, World History/World Geography, Economics, and Government.
- 5 In exceptional circumstances, schools may waive the foreign language and fine arts requirement for students who are not planning to attend the university to expand and enhance their elective focus.





## Teaching Experience

School	City & State	Grade/Subjects Taught	Dates
<b>Total Years of Experience</b>			

### 3. Teachers

- a. Kindergarten \_\_\_\_\_ Elementary \_\_\_\_\_ JH/HS \_\_\_\_\_
- b. Full-Time Teachers \_\_\_\_\_  
Part-Time Teachers \_\_\_\_\_
- c. How many teachers left at the end of last school year? \_\_\_\_\_  
How many teachers joined the staff at the beginning of this school year? \_\_\_\_\_
- d. How many teachers have an earned four-year college degree? \_\_\_\_\_  
How many teachers do not have an earned four-year college degree? \_\_\_\_\_
- e. How many elementary teachers are full-time (all day) in their  
Major/Minor teaching fields? \_\_\_\_\_
- f. How many junior and senior high teachers are teaching full-time (all day)  
in their Major/Minor teaching fields? \_\_\_\_\_
- g. How many senior high teachers (9–12) are teaching at least one or more courses  
out of their Major/Minor teaching fields? \_\_\_\_\_
- h. How many senior high teachers are not teaching any courses in their  
Major/Minor teaching fields? \_\_\_\_\_  
How many of these are part-time? \_\_\_\_\_
- i. Are all classroom teachers TACS certified? Yes No
- j. Are all principals and supervisors TACS certified? Yes No
- k. Are teacher aides used? Yes No

### 4. Enrollment

K \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

Elementary (1–6) Total \_\_\_\_\_

JH/SH (7–12) Total \_\_\_\_\_

### 5. Curriculum

- a. Type of School

**Elementary (1–6)**

**JH/SH (7-12)**

b. List all high school (9–12) courses and units of credit.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. List all high school (9–12) courses taught by teachers outside their Major or Minor teaching fields.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- d. Goals and target performance objectives are in a written format. Yes      No
- e. Curriculum course outlines are in a written format. Yes      No
- f. Standardized tests are used to measure class achievement. Yes      No

**6. Financial Information**

a. Salary range for full-time teachers (1–12)

Minimum _____	Median _____	Maximum _____
Operating Income for Past Year	Tuition _____	(      %)
	All other sources _____	(      %)
	Total Operating Income _____	
Operating Expenses	Salaries and Wages _____	(      %)
	All other Expenses _____	(      %)
	Total Operating Expenses _____	

b. Tuition: Kindergarten \_\_\_\_\_ Elementary \_\_\_\_\_ JH/SH \_\_\_\_\_

- c. School has established financial procedural guidelines. Yes      No

**7. General**

a. Length of School Day    Kindergarten \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.  
   Elementary    \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.  
   JH/SH        \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

b. Number of Days in School Year? \_\_\_\_\_

c. Number of Professional Days? \_\_\_\_\_

d. Number of units required for graduation. \_\_\_\_\_ units (credits)

e. Include the following information:

1. Student Handbook (if modified from previous year)
2. Teacher Handbook (if modified from previous year)
3. Student Application (if modified from previous year)
4. Class Schedules (time & subject) of Each Teacher

**8. Attach Statement of Faith**

The following signatures denote an intent to seek agency-approval status and/or accreditation, and the awareness of the guidelines and regulations contained in the TACS Agency-Approval and Accreditation Guidelines and Policies for Approval Status.

Pastor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Return completed form to:**

**Tennessee Association of Christian Schools  
602 Belvoir Avenue  
East Ridge, TN 37412**



# Annual Evaluation of Agency-Approved Schools Checklist

Check One:      Initial Evaluation      Renewal Evaluation      Agency-Approval Manual Onsite:      Yes      No  
 Date Approved \_\_\_\_\_ Approved By \_\_\_\_\_

## School Information

Name of School \_\_\_\_\_  
 Principal \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone (\_\_\_\_) \_\_\_\_\_ FAX (\_\_\_\_) \_\_\_\_\_

**Code for Evaluating Requirements for Approval**  
 A—Requirement met sufficiently to justify approval  
 N—Requirement not met sufficiently for approval  
 X—Requirement does not apply to this school

### I. Certification

- \_\_\_\_\_ 1. Established certification policies.
- \_\_\_\_\_ 2. Teaching staff certified.
- \_\_\_\_\_ 3. Administrators certified.
- \_\_\_\_\_ 4. Supervisors certified.
- \_\_\_\_\_ 5. Teachers actively pursuing recertification.
- \_\_\_\_\_ 6. Administrators actively pursuing recertification.
- \_\_\_\_\_ 7. Supervisors actively pursuing recertification.
- \_\_\_\_\_ 8. Teachers transcripts and certification information on file.
- \_\_\_\_\_ 9. CEUs used for recertification.
- \_\_\_\_\_ 10. Administrator has Master’s Degree in Educational Administration.

### II. General Requirements for Teacher Evaluation

#### A. General

- \_\_\_\_\_ 1. Evaluation procedures for school personnel have been developed.
- \_\_\_\_\_ 2. Evaluation procedures have improved the school program.
- \_\_\_\_\_ 3. An annual comprehensive assessment is conducted on all teachers who have not gained focused assessment status.

## **B. Assessment and Evaluation**

- \_\_\_ 1. Uses assessment strategies and instruments to make instructional decisions.
- \_\_\_ 2. Communicates students status and progress to students and parents.
- \_\_\_ 3. Reflects on teaching practice by continually evaluating the effects of instruction.
- \_\_\_ 4. Evaluates student performance and determines the amount of progress.

## **C. Planning**

- \_\_\_ 1. Establishes appropriate instructional goals and measurable objectives.
- \_\_\_ 2. Plans instruction based upon knowledge of subject matter, Bible, curricular goals and measurable objectives, students, and community.
- \_\_\_ 3. Plans instructional opportunities that are adapted to diverse students.

## **D. Teaching Strategies**

- \_\_\_ 1. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught.
- \_\_\_ 2. Provides students access to information listed in #1 above through experiences that make the subject matter meaningful.
- \_\_\_ 3. Demonstrates an understanding of and uses a variety of instructional strategies.
- \_\_\_ 4. Uses instructional strategies to encourage students' development of critical and creative (higher-order) thinking, problem solving, and performance skills.
- \_\_\_ 5. Uses understanding of student and subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions, and student ownership of the learning.

## **E. Learning Environment**

- \_\_\_ 1. Creates a learning climate that supports the development of student abilities.
- \_\_\_ 2. Manages classroom resources effectively.

## **F. Professional Growth**

- \_\_\_ 1. Collaborates with colleagues.
- \_\_\_ 2. Engages in professional development.
- \_\_\_ 3. Performs professional responsibilities efficiently.

## **G. Communication**

- \_\_\_ 1. Uses appropriate verbal and nonverbal techniques to communicate effectively with students, parents, colleagues, and community.
- \_\_\_ 2. Writes clearly and correctly.

## **H. Spiritual Growth**

- \_\_\_ 1. Collaborates with colleagues and others.
- \_\_\_ 2. Engages in spiritual development.
- \_\_\_ 3. Demonstrates spiritual responsibilities effectively.

## **I. Process**

- \_\_\_ 1. School's evaluation program incorporates the Association's evaluation principles.
- \_\_\_ 2. Evaluation program uses objective, behaviorally-based instrumentation.
- \_\_\_ 3. School's evaluation program defines who is responsible for teacher evaluations.
- \_\_\_ 4. The administrator/principal is responsible for the final evaluation decision.
- \_\_\_ 5. All evaluators are trained in evaluation procedures before conducting evaluations.
- \_\_\_ 6. The school has instruments and procedures in place that address the domains and indicators that relate to effective classroom performance.
- \_\_\_ 7. The school's evaluation program uses multiple data sources that include but not be limited to: classroom or position observations and/or reviews, review of previous evaluations and self-assessments, conferences, examination of professional growth, review of indicators of student progress, and examination of assessment techniques, results, and applications.
- \_\_\_ 8. Classroom observations include multiple visits with planning and reflecting information.
- \_\_\_ 9. Planning information includes the identification of objectives, learning strategies, assessment techniques, and student needs.
- \_\_\_ 10. Teachers reflect on their lessons based upon student information, future plans for the class, and any other resulting implications regarding the teacher's knowledge and skill level.
- \_\_\_ 11. Evaluator meets with teacher after each observation cycle to discuss the information and provide feedback regarding the domains and indicators of performance.
- \_\_\_ 12. Teachers are given the opportunity to respond in writing to the written evaluation.
- \_\_\_ 13. First and second year teachers require at least three observation cycles.
- \_\_\_ 14. Growth plans are developed collaboratively between the teacher and immediate supervisor/principal.
- \_\_\_ 15. Growth plans identify areas for growth, action plan, and progress reporting procedures.
- \_\_\_ 16. An annual evaluation of the school's evaluation program is conducted, and revisions of the evaluation program are suggested and implemented if needed.
- \_\_\_ 17. Variations to the evaluation system have been approved by the executive director and submitted to the TACS office by July 1 prior to the proposed implementation year.

## **III. Evaluation Procedures and Policies for Principals and Supervisors**

### **A. General**

- \_\_\_ 1. Principal and supervisor evaluation plan in writing.
- \_\_\_ 2. Principal and supervisor evaluation process equals or exceeds TACS guidelines.
- \_\_\_ 3. Principal evaluation plan monitored by pastor or board.

### **B. Instruction**

- \_\_\_ 1. Plans and evaluates instructional and spiritual goals.
- \_\_\_ 2. Supervises the development of academic and spiritual goals.
- \_\_\_ 3. Maintains a school environment conducive to learning.

- \_\_\_ 4. Develops and implements a supervision program.
- \_\_\_ 5. Helps teachers implement instructional objectives.
- \_\_\_ 6. Develops a program to measure instructional achievements via objectives.
- \_\_\_ 7. Provides instructional resources and curriculum materials.
- \_\_\_ 8. Provides a professional development program.
- \_\_\_ 9. Implements an evaluative program for measuring the achievement of academic objectives.
- \_\_\_ 10. Uses inservice training to achieve 1–9.

**C. Organizational Skills**

- \_\_\_ 1. Develops and implements administrative procedures consistent with church policy, federal, and state law.
- \_\_\_ 2. Identifies and fulfills responsibilities relating to school fiscal operations and plant facilities.
- \_\_\_ 3. Maintains all legal and educational records.
- \_\_\_ 4. Conducts an induction and evaluation program for the teaching and non-teaching staff members.
- \_\_\_ 5. Interprets staff and student policies.
- \_\_\_ 6. Printed Administrative Manual.
- \_\_\_ 7. Printed Faculty Manual.
- \_\_\_ 8. Printed Academic (Curriculum) Manual.
- \_\_\_ 9. Printed Student/Parent Manual.

**D. Principals communication and interpersonal relations.**

- \_\_\_ 1. Develops and utilizes communication channels.
- \_\_\_ 2. Manages conflicts with teachers, staff, and parents.
- \_\_\_ 3. Demonstrates personal interest and respect for all staff members.
- \_\_\_ 4. Functions as a team member with the staff.
- \_\_\_ 5. Conducts periodic staff meetings.
- \_\_\_ 6. Allows teachers to have input into decisions affecting the teaching staff.

**E. Principals professional growth and leadership**

- \_\_\_ 1. Improves professional skills and knowledge.
- \_\_\_ 2. Takes leadership role in maintaining academic excellence.
- \_\_\_ 3. Initiates efforts to improve the teaching-learning process.
- \_\_\_ 4. Fulfills responsibility in a professional manner.

**F. Principals communication**

- \_\_\_ 1. Writes clearly and correctly.
- \_\_\_ 2. Speaks articulately.
- \_\_\_ 3. Reads professional literature.
- \_\_\_ 4. Works well with parents.
- \_\_\_ 5. Uses parent-teacher conference to increase parental involvement.



- \_\_\_ 6. Uses personal skills to promote school's purpose and philosophy.
- \_\_\_ 7. Evaluation instrument(s) composed of objective based criteria.
- \_\_\_ 8. Variety of data sources used.
- \_\_\_ 9. Evaluation conferences meet or exceed TACS guidelines for supervisors and principals.
- \_\_\_ 10. Written supervisor's and principal's evaluation system.
- \_\_\_ 11. Principal- and supervision-improvement program.
- \_\_\_ 12. Principal- and supervision-improvement forms on file.

**IV. School Attendance Center**

- \_\_\_ 1. Attendance center location.
- \_\_\_ 2. Furniture size meets student needs.
- \_\_\_ 3. Vehicle access and student safety.

**V. School Site**

- \_\_\_ 1. Acreage sufficient for student educational and exercise needs.
- \_\_\_ 2. Playground equipment and safety guidelines.
- \_\_\_ 3. Properly drained and free from objectionable odor and noises.
- \_\_\_ 4. All utilities meet state requirements.
- \_\_\_ 5. Adequate student, faculty, and visitor parking.

**VI. School Building**

- \_\_\_ 1. New construction plans approved by local and state agencies.
- \_\_\_ 2. Facilities meet safety and fire codes.
- \_\_\_ 3. Facilities inspected by Department of Health and Environment Agency.
- \_\_\_ 4. Annual inspection by fire marshall.
- \_\_\_ 5. Fire drills conducted monthly.
- \_\_\_ 6. Tornado drills conducted bimonthly.
- \_\_\_ 7. Earthquake drill conducted each semester.
- \_\_\_ 8. Students instructed in safety procedures for emergency situations. (Drill records on file.)
- \_\_\_ 9. Exits clearly marked and lighted.
- \_\_\_ 10. Exit doors open outward.
- \_\_\_ 11. Electrical wiring and appliances approved and properly maintained.
- \_\_\_ 12. Fire extinguishers charged and inspected yearly.
- \_\_\_ 13. Staff instructed in use of fire extinguishers.
- \_\_\_ 14. Fire alarms in operating condition.
- \_\_\_ 15. Hall stairways and closets clear of rubbish.
- \_\_\_ 16. Lavatory facilities meet requirements.
- \_\_\_ 17. Emergency needs accessible to staff.
- \_\_\_ 18. Policies established for administering medicine.
- \_\_\_ 19. Outdoor play equipment meet safety standards.
- \_\_\_ 20. Drinking water approved by Health Department.

- \_\_\_ 21. Corridors meet building requirements.
- \_\_\_ 22. Classrooms meet space standards.
- \_\_\_ 23. Handicapped facilities approved.
- \_\_\_ 24. Laboratory facilities meet safety requirements.
- \_\_\_ 25. Library and media room space provided for students.
- \_\_\_ 26. Adequate physical education facilities.
- \_\_\_ 27. Available administration facilities.
- \_\_\_ 28. Proper lighting.
- \_\_\_ 29. Adequate heating and ventilation.
- \_\_\_ 30. School plant maintenance and operations program.
- \_\_\_ 31. Bloodborne pathogens program approved and implemented.
- \_\_\_ 32. AHERA inspection and/or reporting current.
- \_\_\_ 33. Adheres to state and federal laws.

## **VII. Transportation**

- \_\_\_ 1. Established inservice training procedures.
- \_\_\_ 2. Bus inspection program.
- \_\_\_ 3. Insurance on vehicles.
- \_\_\_ 4. Bus driver qualifications.
- \_\_\_ 5. Daily bus inspection program.

## **VIII. Curriculum**

- \_\_\_ 1. Curriculum Framework.
- \_\_\_ 2. Written goals and objectives for grades K–12.
- \_\_\_ 3. Written scope and sequence for K5–12.
- \_\_\_ 4. Established 5-year cycle for textbook evaluation.
- \_\_\_ 5. Grading and promotion policies.
- \_\_\_ 6. Approved textbooks.
- \_\_\_ 7. Thirty hours of teacher inservice each year.
- \_\_\_ 8. Reports of student progress to parents.
- \_\_\_ 9. School-wide grading policy.
- \_\_\_ 10. Written policy on promotion and retention.
- \_\_\_ 11. Pre-kindergarten meets TACS preschool standards.
- \_\_\_ 12. Academic kindergarten program.
- \_\_\_ 13. Adequate curriculum material and equipment.
- \_\_\_ 14. Acceptable time frame and content for all areas of instruction.
- \_\_\_ 15. Adequate instruction and facilities for handicapped children.
- \_\_\_ 16. School Improvement Plan (updated every two years).
- \_\_\_ 17. Testing program.

- \_\_\_ 18. Writing assessment for grades 5 and 8.
- \_\_\_ 19. Encyclopedia (one set minimum) not over five years old.

**IX. Administration**

- \_\_\_ 1. School term of 180 student days.
- \_\_\_ 2. Seven hours school day.
- \_\_\_ 3. Acceptable teacher-pupil ratio.
- \_\_\_ 4. Acceptable pupil load.
- \_\_\_ 5. Full time principal.
- \_\_\_ 6. Admission policies.
- \_\_\_ 7. Pupil transfer policy.
- \_\_\_ 8. Correspondence work policy.
- \_\_\_ 9. Organized and acceptable summer school policies.
- \_\_\_ 10. Student cumulative records on file.
- \_\_\_ 11. Standardized testing program.
- \_\_\_ 12. Student transcripts protected from fire.
- \_\_\_ 13. Pupil-teacher ratios.
- \_\_\_ 14. Mission and purpose statement in writing.
- \_\_\_ 15. Attended TACS state teachers' convention.
- \_\_\_ 16. Attended TACS regional teachers' clinic.

**X. Graduation**

- \_\_\_ 1. Acceptable general diploma graduation requirements (TACS).
- \_\_\_ 2. College bound diploma.
- \_\_\_ 3. Certificate of attendance award.
- \_\_\_ 4. Special education diploma.
- \_\_\_ 5. Adequate academic program.
- \_\_\_ 6. Unit of credits based on fifty minutes, five-day week.
- \_\_\_ 7. Mini-course program.
- \_\_\_ 8. Individualized Education Program (IEP).
- \_\_\_ 9. Dual enrollment.

**XI. Instructional Materials**

- \_\_\_ 1. Adequate library space.
- \_\_\_ 2. Teacher resource center.
- \_\_\_ 3. Acceptable library budget includes minimum expenditure of \$4.00/pupil/year.
- \_\_\_ 4. Library media coordinator.
- \_\_\_ 5. Established library media policies.
- \_\_\_ 6. Library items classified.
- \_\_\_ 7. Confirmed procedures for selecting and collecting library items.
- \_\_\_ 8. Adequate instructional equipment.

**XII. Pupil Personnel Services**

- \_\_\_\_\_ 1. Student attendance policies.
- \_\_\_\_\_ 2. Guidance and spiritual developmental program.
- \_\_\_\_\_ 3. Health service program.
- \_\_\_\_\_ 4. Complete immunization records. (on file)
- \_\_\_\_\_ 5. Communicable disease policy.
- \_\_\_\_\_ 6. Student accident records. (on file)
- \_\_\_\_\_ 7. Emergency procedure policy. (on file)
- \_\_\_\_\_ 8. Medical exams for athletes and incoming students. (on file)
- \_\_\_\_\_ 9. Child abuse reporting procedures.
- \_\_\_\_\_ 10. Adequate psychological services.

**XIII. Special Education Program**

- \_\_\_\_\_ 1. Special education program. (NILD)



# Accreditation Oral Questions for Teaching Staff (On-site Committee Visit)

School \_\_\_\_\_

Committee Members

Date \_\_\_\_\_

Began at \_\_\_\_\_ p.m.

Ended at \_\_\_\_\_ p.m.

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1. How do you exemplify Christ in your teaching?
2. What workshop (inservice training) would help you as a teacher?
3. How could you improve your teaching? Do you read professional materials? If so, per month, how many hours? Are professional materials discussed during faculty meetings and inservice?
4. Do you use criteria-reference tests? Please explain. How are standardized test results used in the teaching-learning process?
5. What do you want your students to remember about you?
6. What are some things you appreciate very much about your school?
7. How has preparing for approval (accreditation) helped you as a teacher? Helped the school?
8. What academic provisions do you make in the classroom for your slower students? Gifted students?
9. How much homework do you assign weekly? How has homework assisted you in your teaching?
10. How do you involve parents?
11. How could your school be improved academically? Spiritually? Socially?
12. How are parents involved in your class? School?
13. How do you measure your teaching competency?
14. How do field trips help you in your teaching?
15. How have parent-teacher conferences enhanced your relationship with parents?
16. What spiritual life-changes do you feel you've made in your students this year?
17. Do you have any questions you want to ask the committee?

Comments:







# Instructions for Completing Form for Accountability for 190 Days

Please Note: All changes and amendments to the form for 190-Day Accountability should be filed with the TACS office prior to the date of the change or amendment.

## Part I. Accountability for 190 Days

- A. Number days with students.** Enter the number of instructional days with students present. There must be at least 180 days. A school may have more than 180 instructional days.
- B. Number inservice days.** Enter the total number of teacher inservice days. There must be a minimum of five inservice days.
- C. Other days.** Enter the number of days the school is using as its discretionary days, if those days are not already identified in A or B. There may not be more than five of these days.

**NOTE:** The total number of days listed in A, B, or C must add up to at least 190 days.

## Calendar

1. **Student opening date.** Enter the first day of school for students.
2. **Christmas break.** Enter the total number of school days for Christmas break. Then enter the first day of Christmas break when students are not present.
3. **Spring break.** Enter the total number of school days for Spring break. Then enter the first day of Spring break when students are not present.
4. **Student closing date.** Enter the last day of instruction. This is the last day when students are in school.
5. **Inservice dates.** Enter the dates planned for inservice education for your school. Please list the dates on which your school has planned inservice for all or most of the teachers. Enter the dates, whether they are whole days or partial days.

In the columns marked "time," indicate the amount of time devoted to inservice on that date. One whole day of inservice (six hours) should be entered as 100. Half days should be entered as 050. One-third days (such as two hours after school) should be entered as 033. No more than six 016 days can apply toward the required 30 hours of inservice training.

6. **Abbreviated dates.** A school may choose to have three abbreviated dates, i.e., first day of school, last day of school before Christmas, and the last day of school can be 1/2 day in length (3 hours and 15 minutes).
7. **Other dates.** Refer to item C at the top of the form for Accountability for 190 Days. All days in item C should be accounted for here. Please list the dates your school system plans to utilize "other" days. Enter the dates, whether they are whole days or partial days.

In the columns marked "time," indicate whether the days are whole days (100), half days (050), or one-third days (033) in the same manner as item five, inservice dates. Please do not break the dates into smaller segments than one-third days.

In the column marked "Activity," indicate the type of activity for which the other day will be utilized. For instance, if the day is to be a parent-conference day or a day for teachers to work in their classrooms, please identify the day as A, Administrative. If the day is to be an inservice day, please list it only if it is not already listed under item five.

## Plan for In-service Training

### General Instructions

1. Each school should determine its priorities for inservice education for the school year. A list of generally used priorities is preprinted on the form.
2. Enter your school priorities by code number. For example, if your top priority is classroom management, enter the letter "E" as school system priority code. If your second priority is in the area of student evaluation, enter the letter "H" as priority two. You may have only one priority. Do not list more than 10 priorities.



3. Enter the total number of days your school is offering inservice training for each priority. For example, if your school has a total of three days available for inservice education for priority one, classroom management, enter 300 as the number of days available for priority one.

**Signatures.** The signature section must be completed.

1. The principal must sign and date the form, indicating approval.
2. The pastor must sign and date the form, indicating approval.
3. Other signatures will be affixed by TACS personnel, as the form is approved.

## **Part II. Guidelines for Planning Approvable Inservice Education Activities**

### **A. Definition**

Inservice education is defined as a program of planned activities designed to increase the competencies needed by teachers in the performance of their professional responsibilities. In this context, “competencies” are defined as the knowledge, skills, and attitudes that enable teachers to carry out their teaching responsibilities with maximum effectiveness.

### **B. Guidelines for Development of Inservice Plans**

1. The development of a comprehensive inservice plan is an administrative project that involves careful and deliberate planning by the principal. A minimum of five (5) days of planned inservice education, each of which shall be equivalent to not less than six hours of activities, shall be developed. **All five of these days shall be identified in the annual school calendar and may, at the discretion of the school, include partial days.**
2. A recommended sequence for developing an inservice education program is to (1) assess needs, (2) establish priorities, (3) develop objectives, (4) design inservice activities, and (5) evaluate the effectiveness of each inservice session.
3. **A plan for inservice training must be completed and submitted to the onsite evaluator at the time of the annual onsite visit. A brief description of each inservice hour must be submitted with TACS Form InsT.**

### **C. Designing Approvable Activities**

Resources and methods needed to achieve specific inservice objectives must be identified when designing approvable inservice activities. A variety of possible strategies and activities can be included, such as: group sessions, workshops, seminars, demonstrations, brainstorming, buzz sessions, practice and feedback situations, and other activities emphasizing personal interactions. Such activities must be structured to achieve predetermined objectives that are compatible with the school’s teacher inservice goals.

### **D. Approvable Activities for Inservice**

1. Inservice activities designed to help teachers improve their teaching.
2. Workshops and/or other activities based on the assessed needs of the school.
3. Studies of: teaching methods and strategies, classroom management, child development, curriculum and instruction, motivation, community involvement, planning and evaluation. **(To validate these activities, a written record or attendance/participation and a description of the study must be maintained in the file.)**
4. Workshops, seminars, institutes, and TACS sponsored activities, which are related to a teacher’s assignment or to a school’s objectives. (To validate these activities a written record of attendance/participation must be maintained on file.)

### **Accountability**

The school is responsible for the evaluation of all inservice programs; a brief evaluation of all approved inservice programs must be kept on file.

### **Resources**

To provide the resources needed for planned inservice activities, the school is encouraged to adopt an adequate budget for this purpose. The coordination of all available funds for covering costs that meet the local inservice needs should be pursued.



# Accountability for 190 Days and Plan for In-service Training Form

School Year 20 \_\_\_ to 20 \_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

## Part I. Accountability for 190 Days

- A. Number of days with students (min. 180)       B. Number of in-service days (min. 5)  
 C. Other days (max. 5)

### CALENDAR

	MONTH	DAY	YEAR
1. Student opening date	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Christmas break ( ___ days)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Spring break ( ___ days)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Student closing date (last class day)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

### TIME

	MONTH	DAY	YEAR	TIME
5. Inservice dates (list by time codes.)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	MONTH	DAY	YEAR	TIME
5.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Time Codes**  
 016 = 1/6 day  
 033 = 1/3 day  
 050 = 1/2 day  
 066 = 2/3 day  
 083 = 5/6 day  
 100 = 1 day

	MONTH	DAY	YEAR
6. Abbreviated dates (no more than 3)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

### TIME

### ACTIVITY

	MONTH	DAY	YEAR	TIME	ACTIVITY
7. Other dates (list by 1/3, 1/2, or 1 day only - Do not break day into smaller segments)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
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**Activity Codes**  
 A = Administrative  
 I = Inservice  
 O = Other





# Teacher/Administrator Certification Application

**Instructions:** Complete application. Mail a copy to TACS, 602 Belvoir Avenue, East Ridge, TN 37412 with an official copy of college transcripts and a check for \$30.

Dr.      Mr.      Mrs.      Miss      **Check One:**      Initial      Renewal  
 Name \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Birthdate \_\_\_\_\_ E-mail address \_\_\_\_\_  
 Phone (home) \_\_\_\_\_ (work) \_\_\_\_\_

### TYPE OF CERTIFICATE REQUESTED

Administrators      Elementary      Elementary/Secondary      Secondary  
 Special Education      Early Childhood      Non-Teaching Activities

### KIND OF CERTIFICATE REQUESTED

Master Professional      Standard Professional      Temporary Professional      Semi-Professional  
 Paraprofessional      Early Childhood      Non-Teaching Activities

### COLLEGES ATTENDED

Name \_\_\_\_\_ Attended From \_\_\_\_\_ To \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Degrees Earned \_\_\_\_\_  
 Name \_\_\_\_\_ Attended From \_\_\_\_\_ To \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Degrees Earned \_\_\_\_\_

### SCHOOL EMPLOYMENT

Current School Name \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Date of Employment \_\_\_\_\_ Position \_\_\_\_\_

### TACS CERTIFICATES

Certificate Held \_\_\_\_\_ Certificate Number \_\_\_\_\_  
 Expiration Date \_\_\_\_\_ Endorsement Area \_\_\_\_\_  
 Certificate Held \_\_\_\_\_ Certificate Number \_\_\_\_\_  
 Expiration Date \_\_\_\_\_ Endorsement Area \_\_\_\_\_

**SECONDARY APPLICANT**

List each subject and grade level you will be teaching

**ELEMENTARY APPLICANT**

List grade(s) you will be teaching

**TACS STATEMENT OF FAITH**

We believe that the Bible, both the Old and New Testaments was given by inspiration of God, and is inerrant and our only rule in matters of faith and practice. We believe in divine creation; that man was created by the direct act of God and in the image of God. We believe that Adam and Eve, in yielding to the temptation of Satan, became fallen creatures. We believe that all men are born in sin. We believe in the incarnation, the Virgin Birth, and the Deity of our Lord and Saviour, Jesus Christ. We believe in His vicarious and substitutionary Atonement for the sins of mankind by the shedding of His blood on the cross. We believe in the resurrection of His body from the tomb, His ascension to Heaven, and that He is personally coming again. We believe in His power to save men from sin. We believe in the necessity of the New Birth, and that this New Birth is through the regeneration by the Holy Spirit. We believe that salvation is by grace, through faith in the atoning blood of our Lord and Saviour, Jesus Christ.

We believe that this creed is a sufficient basis for Christian fellowship and that all born-again men and women who sincerely accept this creed should be separated from the world of apostasy and sin and should live together in peace, and that it is their Christian duty to promote harmony among the members of the Body of Christ, and also work together to get the Gospel to as many people as possible in the shortest time possible.

By checking this box, I certify that the information provided is accurate and that I subscribe to the Tennessee Association of Christian Schools Statement of Faith above.

Applicant's Name \_\_\_\_\_ Date \_\_\_\_\_

**APPROVAL OF APPLICANT BY THE PRINCIPAL** (or other person to whom applicant is directly responsible)

School Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

By checking box, I verify that the applicant is employed at the school listed for the current school year.

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

***For Office Use Only***

Date Rec'd. _____	Type _____	Exp. Date _____
Fee _____	Class _____	Cert. Rated Date _____
Transcript(s) _____	Degree(s) _____	Rated By _____
Kind _____	College(s) _____	Cert. Mailed _____



# Certification Program Standards and Procedures

## Purpose

The Bible states that the Holy Spirit has given certain gifts to individual Christians for the purpose of ministering to the saints. Among these gifts are the gifts of administration and teaching (*Romans 12:6–8; 1 Corinthians 12:5–11, 23–31; Ephesians 4:11–16*).

The Christian school, if it is to maintain a reputation for academic excellence, must employ the services of teachers and administrators who are academically qualified to assume their teaching and administrative responsibilities. The proper professional training is a prerequisite to quality education.

Academic preparedness, as important as it is, does not take the place, nor can it be a substitute for, the spiritual requirements and responsibilities of Christian school teachers and administrators. A balance of spiritual insight, dedication and love, combined with the academic preparedness to meet the demands of the classroom, are essential ingredients for excellence in the Christian school.

The Tennessee Association of Christian Schools willingly and enthusiastically assists the local church and Christian school in evaluating the teaching credentials of teachers and administrators. In order to help Christian schools upgrade the academic credentials of those engaged in the teaching ministry, TACS offers three types of teaching certificates, as well as recognition for nongraduates and individualized instruction teachers. Teacher certification is a voluntary program designed for teachers and administrators who serve in the teaching ministry of a member TACS school.

## Teaching Certificates

1. **A Master Professional Certificate** is issued to persons who hold a M.A., M.S., M.R.E., M.E.D., or doctorate degree in education, or an appropriate subject field, and have successfully taught or administered in a Christian school for three years. If the applicant is an administrator, he must have a minimum of eighteen semester hours of graduate courses in administration, or the equivalent thereof. Teacher applicants must satisfy the minimum elementary or secondary certification requirements, or the equivalent thereof, and have a minimum of eighteen graduate semester hours in their undergraduate major or minor, or the equivalent thereof. The Master Professional Certificate is renewable every seven years upon the completion of six graduate semester hours in the field of the applicant's teaching or administrative endorsement areas. **(See CEU Guidelines)**
2. **A Standard Professional Certificate** is issued to persons who hold a B.A., B.S., or B.R.E. in education or an appropriate subject field. It is a five year certificate issued to elementary, secondary, and special education teachers who, through college preparation, have met the minimum educational requirements established by the Tennessee Association of Christian Schools. The Standard Professional Certificate is renewable every five years upon the completion of six graduate semester hours in the field of the applicant's teaching endorsement areas. **(See CEU Guidelines)**
3. **A Temporary Professional Certificate** is issued to administrators, elementary, secondary, and special education teachers with an earned degree who assume teaching responsibilities outside the area of the applicant's college training, or within the area of the applicant's college training but lacking the number of semester hours prescribed by the Tennessee Association of Christian Schools. The Temporary Professional Certificate can be renewed yearly provided the holder earns six semester hours applicable toward a Standard Professional Certificate before applying for renewal.
4. **A Semi-Professional Certificate** is issued to applicants with an Associate of Arts degree, or its equivalent, and who have little or no college training in the field of education, as an emergency measure when a Christian school has been unable to obtain trained persons with a four year degree. This certificate is issued for one year and may be renewed only if the holder earns six semester hours toward a B.A., B.S., or B.R.E. degree. The Semi-Professional Teaching Certificate is not to be interpreted as a teaching certificate equivalent to a Temporary Professional, Standard Professional, or Master Professional Certificate. It is a temporary program necessitated by the expansion of Christian schools.
5. **A Paraprofessional Certificate** is designed to reflect the ministry of helps in schools that utilize the individualized (e.g., Accelerated Christian Education, Alpha Omega) approach to teaching. This certificate is for monitors ministering in an individualized or traditional curriculum school working under the supervision of educationally qualified teachers. The Paraprofessional Certificate is for one year and may be renewed upon the presentation of proof of attendance at inservice programs offered by TACS, ACE, A Beka Publications, or similar organizations.

# Statement of Faith

We believe that the Bible, both the Old and New Testaments, was given by inspiration of God, and is inerrant and our only rule in matters of faith and practice. We believe in divine creation; that man was created by the direct act of God and in the image of God. We believe that Adam and Eve, in yielding to the temptation of Satan, became fallen creatures. We believe that all men are born in sin. We believe in the incarnation, the Virgin Birth, and the Deity of our Lord and Saviour, Jesus Christ. We believe in His vicarious and substitutionary Atonement for the sins of mankind by the shedding of His blood on the cross. We believe in the resurrection of His body from the tomb, His ascension to Heaven, and that He is personally coming again. We believe in His power to save men from sin. We believe in the necessity of the New Birth, and that this New Birth is through the regeneration by the Holy Spirit. We believe that salvation is by grace, through faith in the atoning blood of our Lord and Saviour, Jesus Christ.

We believe that this creed is a sufficient basis for Christian fellowship and that all born-again men and women who sincerely accept this creed should be separated from the world of apostasy and sin and should live together in peace, and that it is their Christian duty to promote harmony among the members of the Body of Christ, and also work together to get the Gospel to as many people as possible in the shortest time possible.

## Elementary Certificate Requirements

(Grades K - 8)

<b>1. General Studies</b> .....	<b>56 semester hours</b>
a. English and Speech.....	8 hrs.
b. Science and Math .....	6 hrs.
c. Social Studies .....	6 hrs.
d. Humanities.....	6 hrs.
e. Content Courses.....	8 hrs.
f. Electives .....	22 hrs.
<b>2. Biblical Studies</b> .....	<b>14 semester hours*</b>
a. Old Testament.....	3 hrs.
b. New Testament .....	3 hrs.
c. Bible Doctrines.....	6 hrs.
d. Electives .....	2 hrs.
<b>3. Professional Studies</b> .....	<b>23 semester hours</b>
a. Christian Philosophy of Education.....	3 hrs.
b. Test and Measurements .....	3 hrs.
c. Student Teaching .....	6 hrs.
d. Teaching Reading .....	3 hrs.
e. Curriculum.....	4 hrs.
f. Method Courses.....	4 hrs.
<b>4. Electives</b> .....	<b>27 semester hours</b>
<b>5. Minimum Total</b> .....	<b>120 semester hours</b>

# Secondary Certificate Requirements

(Grades 7–12)

<b>1. General Studies</b> .....	<b>54 semester hours</b>
a. English and Speech .....	8 hrs.
b. Math and Science .....	6 hrs.
c. Social Studies .....	4 hrs.
d. Humanities .....	4 hrs.
e. Electives .....	32 hrs.
<b>2. Major Teaching Field</b> .....	<b>24 semester hours</b>
<b>3. Minor Teaching Field</b> .....	<b>18 semester hours</b>
<b>4. Biblical Studies</b> .....	<b>14 semester hours*</b>
a. Old Testament .....	3 hrs.
b. New Testament .....	3 hrs.
c. Bible Doctrines .....	6 hrs.
d. Electives .....	2 hrs.
<b>5. Professional Studies</b> .....	<b>18 semester hours</b>
a. Christian Philosophy of Education .....	3 hrs.
b. Tests and Measurements .....	3 hrs.
c. Student Teaching .....	6 hrs.
d. Curriculum .....	2 hrs.
e. Methods Courses .....	4 hrs.
<b>6. Minimum Total</b> .....	<b>124 semester hours</b>

\* College graduates with an earned degree in elementary or secondary education and at least one year of satisfactory teaching experience in a Christian school can satisfy the fourteen hours of Biblical Studies by obtaining college credit (3 hours) in Bible Doctrines.

## Directions for Applying for an Administrator or Teacher Certificate

1. The Tennessee Association of Christian Schools has three types of teaching certificates (Master Professional, Standard Professional, and Temporary Professional) that denote different levels of professional training. The Semi-Professional and Paraprofessional Certificates recognize persons who are working toward a teaching certificate. The type of certificates issued will be determined by the applicant's college credit hours, degree earned, and the number of years in the Christian school ministry.
2. Only persons employed by a Tennessee Association of Christian School member school are eligible for an administration, teaching, semi-professional, or paraprofessional certificate. The applicant must also subscribe to the Tennessee Association of Christian Schools' Statement of Faith (see page two).
3. A Christian school that is a member of the Tennessee Association of Christian Schools, except as noted in number nine listed below, must recommend the applicant.
4. A certification fee of **\$30** must accompany each certificate application.
5. An official transcript must accompany the application. The submission of an official transcript is the applicant's responsibility.
6. A certificate is valid until the expiration date noted on the certificate. The certificate remains valid if a teacher or administrator transfers to a Christian school that is a member of the Tennessee Association of Christian Schools.



7. The renewal of a teaching or administration certificate requires the submission of:
  - a. a completed application.
  - b. an official transcript showing the college courses completed after the issuance of the applicant's most recent Tennessee Association of Christian Schools' certificate.
  - c. a recertification fee of **\$30**.
8. A certificate may be revoked at any time if the holder is found guilty of violating Christian standards of conduct or professional ethics. In such cases the person charged of the violation shall be notified of the charges and given an opportunity to defend himself, after which the decision of the Tennessee Association of Christian Schools Executive Officers shall be final.
9. College seniors with an education major in a Tennessee Association of Christian Schools approved college may be certified prior to graduation provided steps one to eight are fulfilled. (The Chairman of the Education Department must recommend the applicant for certification.)
10. Quarter hours are converted to semester hours by dividing quarter hours by 1.5.
11. A teacher or administrator may teach one course outside his/her area(s) of endorsement.
12. A Temporary Professional Certificate can be renewed a maximum of five times.
13. Student teaching will be waived in lieu of three years of teaching experience.
14. Continuing Education Unit (CEU) Guidelines:
  - A. A Continuing Education Unit is defined as fifteen contact hours (points) of participation in an organized Continuing Education experience approved by the Association.
    - A contact hour is a typical 50 minute classroom instructional session or its equivalent.
    - Continuing Education Units are commonly offered for attendance at seminars and conventions sponsored by universities, state and regional teachers' conventions, or other educational organizations.
    - Fifteen contact hours (points) are required for one CEU.
    - Since three semester hours normally consist of 45 hours of classroom instruction (15 contact hours equal one CEU); three semester hours equal 45 contact hours; 45 contact hours equal three CEUs.
    - The certification requirement for *Bible Doctrines* and *Christian Philosophy of Education* can be satisfied by completing two Continuing Education Units (30 contact hours) for each course requirement. These requirements can be satisfied through Training Teachers Online. To complete these requirements, go to [www.trainingteachersonline.com](http://www.trainingteachersonline.com).
    - A participant receives one contact hour for 50 to 60 minutes of instructional time; the leader or presenter of the session (if it is a new presentation) receives three contact hours.
  - B. Continuing Education Units may be used to partially or completely satisfy the requirements for the renewal of a five-year Standard Professional Certificate or a seven-year Master Professional Certificate.
    - A Master Professional Certificate issued on the basis of an earned doctor's degree in an approved program is renewable upon the presentation of evidence of five years teaching and/or administrative experience within the seven-year period. In the absence of five years experience, six semester hours, or 90 contact hours (six CEUs), or three semester hours and 45 contact hours (three CEUs) must have been earned for renewal.
    - A Master Professional Certificate issued on the basis of an earned master's degree in an approved program is renewable upon the presentation of evidence of five years teaching and/or administrative experience within the seven-year period and 45 contact hours (three CEUs) or three semester hours. In the absence of five years experience, six semester hours, or 90 contact hours (six CEUs), or three semester hours and 45 contact hours (three CEUs) must have been earned for renewal.
    - A Standard Professional Certificate issued on the basis of a Bachelor's Degree earned in an approved program is renewable upon the presentation of evidence of six semester hours, or 90 contact hours (six CEUs), or three semester hours and 45 contact hours (three CEUs).
  - C. Continuing Education Units *cannot* be a part of the teacher's inservice days and *cannot* be conducted during a day or hours for which teachers are already being paid. [**Exception:** TACS State Teachers' Convention and Regional Teachers' Clinic].
    - No inservice training hours are accepted as CEU contact hours.

- D. *Continuing Education Unit Attendance Forms* must be completed and signed or initialed by the applicant and the person conducting the workshop. The documentation must be kept on file by the principal and available for an audit by TACS. An abbreviated form of completed CEUs must accompany a renewal application. This form is available upon request from TACS; it will be kept on file in the TACS office; it will verify contact hours and will be signed by the principal.
- E. Applicable CEU contact hours must have been earned after the last issue (or renewal) date of the issued certificate.
- F. The same activity conducted more than one time can be counted only *one* time; however, one activity might be used to develop some new activity(ies). Each new activity so developed can be counted *one* time. For example, information obtained from attending a workshop could be used in planning for the implementation of new classroom teaching strategies and/or a workshop/presentation for other teachers. Attendance at the workshop, time spent in planning for and assessment of the new teaching strategies, and the presentation/workshop could be counted as three separate activities. (The time spent in implementing the new strategies during the school day *cannot* be counted.)
- G. A total of 90 CEU contact hours (six CEUs) can be earned. Activities must clearly relate to K-12 education and may be conducted by the educator in the capacity of a leader/presenter or participant at the state, regional, or district level.
- H. If CEU contact hours are earned during a period when a teacher is not in employment of a school, the teacher must submit no more than two pages of documentation per activity with the renewal application.
- I. All renewal course work must be recorded on an official transcript.

## Kind of Certificates

1. **Master Professional**—Seven-year administrator or teacher certificate issued to administrators, elementary, secondary, and special education teachers who through college preparation have met the minimum educational requirements established by the Tennessee Association of Christian Schools. The Master Professional Certificate is renewable every seven years upon the completion of the prescribed number of college credit hours set forth by the Tennessee Association of Christian Schools.
2. **Standard Professional**—Five-year teaching certificate issued to elementary, secondary, and special education teachers who through college preparation have met the minimum educational requirements established by the Tennessee Association of Christian Schools. The Standard Professional Certificate is renewable every five years upon the completion of the prescribed number of college credit hours set forth by the Tennessee Association of Christian Schools.
3. **Temporary Professional**—One-year teaching certificate issued to administrators and teachers with teaching responsibilities outside the area of the applicant's college academic training, or within the area of the applicant's college training but lacking in the number of semester hours prescribed by the Tennessee Association of Christian Schools. The Temporary Professional Certificate can be renewed yearly provided the holder earns six semester hours of college credit toward a Standard Professional Certificate before applying for renewal.
4. **Semi-Professional**—One-year teaching certificate issued to applicants with an Associate of Arts degree, or its equivalent, and who have little or no college training in the field of education, as an emergency measure when a Christian school has been unable to obtain trained persons with a four year degree. The Semi-Professional Certificate can be renewed only if the holder earns six semester hours toward a B.A., B.S., or B.R.E. degree.
5. **Paraprofessional**—One-year teaching certificate is designed to reflect the ministry of helps in schools that utilize the individualized (e.g., Accelerated Christian Education, Alpha Omega) approach to teaching. This certificate is for monitors ministering in an individualized or traditional curriculum school working under the supervision of educationally qualified teachers. The Paraprofessional Certificate can be renewed upon the presentation of proof of attendance at inservice programs offered by TACS, ACE, A Beka Publications, or similar organizations.

## Type of Certificate

- |                          |                       |                             |
|--------------------------|-----------------------|-----------------------------|
| 10. Administration       | 40. Secondary         | 70. Library Science K-12    |
| 20. Elementary           | 50. Special Education | 80. Non-Teaching Activities |
| 30. Elementary-Secondary | 60. Early Childhood   |                             |

## CLASS OF CERTIFICATE (Teaching Areas)

110. K-12 Principal	232. Geometry	270. Business Education
120. Secondary Principal	233. Trigonometry	271. Accounting
125. Secondary Supervisor	234. Calculus	275. Secretarial
130. Elementary Principal	235. Computers	278. Business Administration
135. Elementary Supervisor	236. Computer Design	279. Typing/Keyboarding
140. Assistant Principal	240. Science	280. Home Economics
150. Counselor	241. Chemistry	290. Spanish
160. Librarian	242. Physics	292. French
170. Nurse	243. Biology	293. Latin
180. Elementary	244. General Science	300. Industrial Arts
190. Health & Physical Education	245. Earth Science	310. Auto Mechanics
191. Health	246. General Physical Science	320. Driver & Safety Education
200. Art	247. Anatomy/Physiology	330. Early Childhood Education
210. Music	250. Social Studies	340. Special Education (NILD)
212. Vocal	251. American History	341. Learning Disabilities
214. Band	252. Government	350. Reading Specialist
220. Language Arts	253. Economics	351. Expressways to Learning
225. English	254. World History	370. Psychology
226. Theater Arts	255. Bible History	380. Sociology
227. Journalism	256. Geography	390. Family Living
228. Speech	257. Tennessee History	400. Electronics
229. Study Skills	258. Political Science	410. Architectural Drawing
230. Mathematics	259. Art History	
231. Algebra	260. Bible	

### Degree Code

I. Bachelor of Religious Education	III. Master of Religious Education	V. Education Specialist
II. Bachelor Degree	IV. Master Degree	VI. Doctorate Degree

### College Code

A. Tennessee Temple University	J. Piedmont Baptist College
B. Bob Jones University	K. Clearwater Christian College
C. Pensacola Christian College	L. Tennessee Public Universities & Colleges
D. Hyles-Anderson College	M. Out-of-state Public Universities & Colleges
E. Baptist Bible College (Missouri)	N. Other Church-Related Universities & Colleges
F. Maranatha Baptist Bible College (Wisconsin)	O. Others
G. Pillsbury Baptist Bible College	P. Welch College
H. Cedarville University	Q. Liberty University
I. West Coast Baptist Bible College	R. Northland Baptist Bible College
	S. Crown College



# Principal's Abbreviated CEU Form

## Application for the Renewal of the Master and Standard Professional Certificate

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Principal: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

### CEU General Guidelines

Continuing Education Units (CEUs) may be used to partially or completely satisfy the requirements for the renewal of a five-year Standard Professional Certificate or a seven-year Master Professional Certificate. CEUs are commonly offered for attendance at seminars and conventions sponsored by universities, teachers' conventions, or other educational organizations. [Since three semester hours normally requires 45 contact hours of classroom instruction, three semester hours equals three CEUs.]

A Standard Professional Certificate issued on the basis of a Bachelor's Degree earned in an approved program is renewable upon the presentation of evidence of six semester hours, or 90 contact hours (six CEUs ), or three semester hours and 45 contact hours (three CEUs).

See Certification Standards in the TACS Agency-Approval Manual.

**Number of verified contact hours on file** \_\_\_\_\_

[All hours must be properly attested and on file in the principal's office.]

**Equivalent CEUs (15 contact hours = 1 CEU)** \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Principal's Signature

**Note:** Keep CEU verification forms on file in the principal's office. Attach the Principal's Abbreviated CEU Form to the teacher's application when CEUs are used for the renewal of a Standard or Master Professional Certificate.

# K-12 Science Scope and Sequence

		K5	1	2	3	4	5	6	7	8	9	10	11	12
1	<b>INTRODUCTORY</b>			✓	✓	✓	✓		✓			✓	✓	
2	Scientific Method			✓		✓			✓			✓	✓	
3	Limitations of Science								✓			✓		
4	Characteristics of Living Things			✓					✓			✓		
5	Microscope				✓		✓					✓		
6	<b>MEASUREMENT</b>		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
7	Mass				✓			✓			✓	✓	✓	
8	Density							✓			✓	✓	✓	
9	Weight				✓			✓			✓		✓	
10	Grams				✓						✓		✓	
11	Kilograms				✓						✓		✓	
12	Volume				✓						✓		✓	
13	Liters				✓						✓		✓	
14	Distance		✓	✓	✓	✓			✓	✓	✓	✓	✓	
15	Centimeters		✓	✓	✓	✓			✓	✓	✓	✓	✓	
16	Decimeter				✓				✓				✓	
17	Meter				✓	✓			✓	✓	✓		✓	
18	Kilometer				✓	✓			✓	✓	✓		✓	
19	<b>CHEMISTRY</b>			✓	✓	✓		✓		✓	✓	✓	✓	
20	Matter			✓	✓	✓		✓		✓	✓		✓	
21	Properties/Classification			✓	✓	✓				✓	✓		✓	
22	Solids			✓	✓	✓				✓	✓		✓	
23	Liquids			✓	✓	✓				✓	✓		✓	
24	Gases			✓	✓	✓				✓	✓		✓	
25	Laws									✓	✓		✓	
26	Diffusion										✓		✓	
27	Atoms					✓					✓	✓	✓	

		K5	1	2	3	4	5	6	7	8	9	10	11	12
28	Models										✓		✓	
29	Families, Table of Elements											✓	✓	
30	Forces										✓		✓	
31	Elements										✓	✓	✓	
32	Compounds										✓	✓	✓	
33	Molecules					✓					✓		✓	
34	Bonds											✓	✓	
35	Ionic											✓	✓	
36	Covalent											✓	✓	
37	Metallic												✓	
38	Oxidation												✓	
39	Nomenclature (naming compounds)												✓	
40	Mole												✓	
41	Equations										✓		✓	
42	Water					✓					✓	✓	✓	
43	Liquids												✓	
44	Solutions										✓	✓	✓	
45	Suspension											✓	✓	
46	Colloids											✓	✓	
47	Ions											✓	✓	
48	Acids											✓	✓	
49	Bases											✓	✓	
50	Salts												✓	
51	Oxidation - Reductions												✓	
52	Thermodynamics								✓	✓	✓	✓	✓	
53	Organic								✓			✓	✓	
54	Biochemistry											✓	✓	
55	Organic Compounds											✓	✓	
56	Carbohydrates											✓	✓	
57	Proteins											✓	✓	
58	Lipids											✓		

# Language Arts Scope and Sequence

FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
<b>Parts of Speech</b>			
<ul style="list-style-type: none"> <li>• Naming word - proper, plural, possessive</li> <li>• Action word</li> <li>• Personal pronoun</li> <li>• Describing words</li> <li>• Preposition - relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Noun - proper, singular, plural, possessive</li> <li>• Verb - action, tense</li> <li>• Personal pronoun</li> <li>• Descriptive word</li> <li>• Preposition - relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Noun - singular, plural, common, proper, possessive</li> <li>• Verb - action, tense, being</li> <li>• Personal pronoun</li> <li>• Adjective/adverb</li> <li>• Preposition - phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Eight parts of speech</li> <li>• Noun - singular, plural, common, proper, possessive; as subject</li> <li>• Verb - action, tense, being, helping</li> <li>• Personal pronoun - case, number, person</li> <li>• Preposition - phrase, object</li> <li>• Conjunction - coordinating</li> </ul>
<b>Sentence Structure</b>			
<ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Asking/telling sentences</li> <li>• Writing complete sentences</li> <li>• Expanding sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Declarative, interrogative, exclamatory sentences</li> <li>• Expand, contract, transform sentences</li> <li>• Subject/predicate</li> <li>• Sentence/fragment</li> </ul>	<ul style="list-style-type: none"> <li>• Declarative, interrogative, exclamatory, imperative sentences</li> <li>• Expand, contract, transform, combine sentences</li> <li>• Subject/predicate - simple, compound</li> <li>• Fragment, run-on, complete sentence</li> <li>• Diagram subject, predicate</li> </ul>	<ul style="list-style-type: none"> <li>• Declarative, interrogative, exclamatory, imperative sentences</li> <li>• Expand, contract, transform, combine sentences</li> <li>• Subject/predicate - simple, complete, compound</li> <li>• Fragment, run-on, complete sentence</li> <li>• Diagram subject, predicate, modifiers, including prepositional phrases and conjunctions</li> </ul>
<b>Punctuation</b>			
<ul style="list-style-type: none"> <li>• End - .?! </li> <li>• Comma - series, date, addresses, letters</li> <li>• Apostrophe - contraction, possessive</li> <li>• Mr., Mrs.</li> <li>• Periods for initials</li> </ul>	<ul style="list-style-type: none"> <li>• End</li> <li>• Comma - series, date, addresses, letters</li> <li>• Apostrophe - contraction, possessive</li> <li>• Period - abbreviations, initials, titles of respect</li> <li>• Colon - time, Bible reference</li> </ul>	<ul style="list-style-type: none"> <li>• End</li> <li>• Comma - series, date, addresses, letters, introductory elements, direct address, cities and states</li> <li>• Apostrophe - contraction, possessive</li> <li>• Period - abbreviations, initials, titles of respect</li> <li>• Colon - time, Bible reference</li> <li>• Quotation marks - direct quotes</li> </ul>	<ul style="list-style-type: none"> <li>• End, comma, apostrophe, period, colon, quotation marks</li> <li>• Hyphen - compound words, numbers, to divide syllables</li> <li>• Titles - quotation marks and underlining (italics)</li> <li>• Letters - friendly and business</li> </ul>

FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
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## Parts of Speech

<ul style="list-style-type: none"> <li>• Eight parts of speech</li> <li>• Noun—singular, plural, common, proper, possessive, compound, appositive</li> <li>• Verb—being, helping, action, linking, phrase, tense, principal parts</li> <li>• Pronoun—case, number, person</li> <li>• Adjective—proper, forms</li> <li>• Adverb—forms</li> <li>• Preposition—phrase, object</li> <li>• Conjunction—three main coordinating</li> <li>• Interjection</li> </ul>	<ul style="list-style-type: none"> <li>• Eight parts of speech</li> <li>• Noun—singular, plural, common, proper, possessive, compound, appositive</li> <li>• Verb—being, helping, action, linking, sometimes-linking, phrase, tense, principal parts</li> <li>• Pronoun—case, number, person; interrogative, demonstrative, indefinite, reflexive/intensive, antecedent</li> <li>• Adjective—forms</li> <li>• Adverb—forms</li> <li>• Preposition—phrase, object</li> <li>• Conjunction—coordinating</li> <li>• Interjection</li> </ul>	<ul style="list-style-type: none"> <li>• Noun—singular, plural, common, proper, possessive, compound, appositive</li> <li>• Verb—being, helping, action, linking, sometimes-linking, phrase, tense, principal parts</li> <li>• Pronoun—case, number, person; interrogative, demonstrative, indefinite, reflexive/intensive, antecedent</li> <li>• Adjective/adverb—forms</li> <li>• Preposition—phrases</li> <li>• Conjunction—coordinating</li> <li>• Interjection</li> </ul>	<ul style="list-style-type: none"> <li>• Review, mastery</li> <li>• Conjunction—coordinating, subordinating, correlative</li> </ul>
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## Sentence Structure

<ul style="list-style-type: none"> <li>• Four types of sentences</li> <li>• Expand, contract, transform, combine sentences</li> <li>• Subject/predicate - simple, complete, compound</li> <li>• Fragment, run-on, complete sentence</li> <li>• Complements - direct object, predicate adjective, predicate nominative</li> <li>• Sentence patterns - S/OV, Adj/S/AV/Adv</li> <li>• Diagram subject, predicate, modifiers, compounds</li> </ul>	<ul style="list-style-type: none"> <li>• Four types of sentences</li> <li>• Expand, contract, transform, combine sentences</li> <li>• Subject/predicate—simple, complete, compound</li> <li>• Fragment, run-on, complete sentence</li> <li>• Complements—direct object, indirect object, predicate adjective, predicate nominative</li> <li>• Sentence patters - S/AV, Adj/S/AV/Adv, S/AV/DO, S/AV/IO/DO, S/LV/PN, S/LV/PA</li> <li>• Diagram subject, predicate, modifiers, compounds, complements, all parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence base—subject, predicate, complement</li> <li>• Expand, contract, transform, combine sentences</li> <li>• Fragment, run-on, complete sentence</li> <li>• Sentence patterns —S/AV, Adj/S/AV/Adv, S/AV/DO, S/AV/IO/DO, S/LV/PN, S/LV/PA</li> <li>• Diagram subject, predicate, modifiers, compounds, complements, all parts of speech, appositives, direct address</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence base—subject, predicate, complement</li> <li>• Expand, contract, transform, combine sentences</li> <li>• Fragment, run-on, complete sentence</li> <li>• Sentence patterns—S/AV, Adj/S/AV/Adv, S/AV/DO, S/AV/IO/DO, S/LV/PN, S/LN/PA</li> <li>• Phrase - prepositional, appositive, verbal</li> <li>• Parallel structure</li> <li>• Subordination, coordination</li> <li>• Diagram subject, predicate, modifiers, compounds, complements, all parts of speech, appositives, direct address, verbals</li> </ul>
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## Punctuation

<ul style="list-style-type: none"> <li>• End, apostrophe, period, quotations as above</li> <li>• Comma—all above, compound sentences, with quotation marks, appositives</li> <li>• Colon - time, Bible reference, business letters</li> <li>• Hyphen—compound words, numbers, to divide syllables</li> <li>• Semicolon in compound sentences, with or without a conjunction</li> <li>• Titles—quotation marks and underlining (italics)</li> <li>• Interjections (/./or !)</li> </ul>	<ul style="list-style-type: none"> <li>• Review—end, apostrophe, period, comma, colon, quotation marks, hyphen, interjections, titles, quotations</li> <li>• Semicolon in compound sentences, with or without a conjunction</li> <li>• Parentheses for additional information</li> </ul>	<ul style="list-style-type: none"> <li>• Review—all above, especially titles, quotations, semicolon, and parentheses</li> <li>• Colon—information to follow</li> </ul>	<ul style="list-style-type: none"> <li>• Review—apostrophe, comma, hyphen, abbreviations, interjections, titles, quotations, parentheses</li> <li>• Correct comma errors—compound sentence, appositive, direct address, introductory worlds or phrases, parenthetical information</li> <li>• Colon—time, Bible reference, business letter, information to follow</li> <li>• Semicolon—compound sentence with or without conjunction, with a conjunctive adverb</li> <li>• Numbers—hyphens and commas</li> </ul>
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# Science Goals and Target Performance Objectives

## Fourth Grade

### —First Six Weeks—

#### Goal 1. To increase appreciation of God’s creation

- 1.1 Interpret and paraphrase creation-science Scriptures
- 1.2 List and explain the Genesis creation days in the order they occurred
- 1.3 Memorize and explain the relationship of Genesis 1:2, Ecclesiastes 1:7, and Nahum 1:3-4a to water
- 1.4 Memorize and explain Genesis 1:27, Isaiah 43:7, and Psalm 51:5
- 1.5 Memorize Leviticus 17:11
- 1.6 Write Leviticus 17:11
- 1.7 Explain the statement “the life is in the blood”
- 1.8 Explain the association of scientific facts and principles with science-related Bible verses. (This objective spans the entire textbook and the school year. It is designed to help students view science through the eyes of Scripture, instead of scientific knowledge detached from Scripture. Students should view the Bible as an excellent science resource written by God.)
- 1.9 Locate Genesis 1:14-19
- 1.10 Explain when and why weeds originated
- 1.11 Paraphrase Genesis 1:14-19

#### Goal 2. To understand the scientific method

- 2.1 Define the meaning of the chapter one vocabulary words [listed below]:  

environment	universe	facts	biogenesis	science
observe	inferences	amoeba	scientist	theory
hypothesis	experiment	evolution	currents	
- 2.2 Define spontaneous generation and the Law of Biogenesis
- 2.3 Explain the fallibility of spontaneous generation
- 2.4 Contrast spontaneous generation and the Law of Biogenesis from the perspective of Biblical truth
- 2.5 Define inference
- 2.6 Explain inference and how it relates to science
- 2.7 Illustrate inference with four things that cannot be totally trusted—earth, man, photographs, optical illusions, etc.
- 2.8 List and define the four major means of acquiring scientific information (observation, experimentation, inference, and theory)

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### **Goal 3. To expand knowledge of insects**

- 3.1 List the three differentiating characteristics of all insects—exoskeleton, three body parts, and six legs
- 3.2 Draw an insect and label the three characteristics common to all insects
- 3.3 List the three body parts of insects—head, thorax, and abdomen
- 3.4 Identify the three body parts of selected insects
- 3.5 Draw an insect and label the three body parts
- 3.6 Write a sentence describing each body part of insects
- 3.7 Define exoskeleton, molting, ovipositor, and spiracles
- 3.8 Write a paragraph using the terms exoskeleton, molting, ovipositor, and spiracles
- 3.9 Contrast the physical characteristics and habits of moths and butterflies
- 3.10 Label the major parts of common household insects (house fly, cockroach, fruit fly, and ant)
- 3.11 Define complete and incomplete metamorphosis
- 3.12 List the four stages of complete metamorphosis—egg, larvae, pupa, and adult
- 3.13 Identify the stage of insect development by looking at a picture
- 3.14 List five insects that go through complete metamorphosis and five insects that go through incomplete metamorphosis
- 3.15 Define hypothesis, experiment, spontaneous generation, and law of biogenesis
- 3.16 Write sentences using the terms hypothesis, experiment, spontaneous generation, and law of biogenesis
- 3.17 Define antennae, sensilla, compound and simple eyes, migration, instinct, parasite, and hibernate
- 3.18 Identify the terms antennae, sensilla, compound and simple eyes, migration, instinct, parasite, and hibernate when the definitions are listed
- 3.19 Explain the relationship of temperature to cold bloodedness
- 3.20 List the five ways insects communicate—sight, smell, touch, dancing, and sound
- 3.21 Draw a picture illustrating the five ways insects communicate

The following math instructional objectives illustrate how to format instructional objectives. The statement of condition, target performance, acceptable performance, and time frame are listed in columns; the students are identified in the heading and implied in the instructional objectives.

## Seventh Grade Math Instructional Objectives

#	Statement of condition	Target performance	%	Time
<b>5.0 To increase the understanding of decimals and develop competence in the four operations</b>				
<b>GIVEN:</b>				
5.1	Various decimal numbers	Write word names for the decimal numbers	90%	tdfp
5.2	Various decimal numbers	Write the decimal numbers in their equivalent expanded form	90%	tdfp
5.3	Word names of various decimal numbers	Write the numeral names corresponding to word names of decimal numbers	90%	tdfp
5.4	Various decimal numerals	Round various decimal numerals to a given place value	90%	tdfp
5.5	Pairs of decimal numbers	Compare decimal numbers using <, >, =	80%	w2d
5.6	Various sets of decimal numbers	Add sets of decimal numbers	80%	w2d
5.7	Various pairs of decimal numbers	Subtract decimal numbers	80%	w2d
5.8	Various decimal numbers	Multiply decimal numbers by 10, 100, 1000 without pencil calculation	80%	tdfp
5.9	Various pairs of decimal numbers	Multiply decimal numbers	80%	w2d
5.10	Various decimal numbers	Divide decimal numbers with whole number divisor	80%	tdfp
5.11	Various decimal numbers	Divide decimal numbers with decimal divisors	80%	w2d
<b>6.0 To increase understanding of the concept of percent and develop competence in the application of percent</b>				
<b>GIVEN:</b>				
6.1	Various proportions	Identify the means and extremes of proportions	90%	tdfp
6.2	Various possible proportions using the means-extremes product	Determine whether possible proportions are true proportions	90%	tdfp
6.3	Various proportions with one unknown term	Calculate the missing term of a proportion	80%	tdfp
6.4	Various ratios whose denominator is 100	Solve a proportion using a given ratio and an equivalent ratio	80%	tdfp
6.5	Assorted decimal numbers	Convert decimal numbers to percent form	80%	tdfp
6.6	Assorted percents	Convert percent forms to equivalent decimal forms	80%	tdfp

- Notes: 1. **Bold type** denotes the goal.
2. Abbreviations for time frames are: “tdfp,” the day following presentation, and “w2d,” within two days.

**Exhibit 11 • Sample 3**

The following language arts objectives illustrate an alternative method of writing target performance objectives: the target performance plus the acceptable performance and time frame. The statement of condition and participants are not included. From 4.18 to 4.24, the time frames were altered to show alternative methods to writing time frames.

## **Language Arts Target Performance Objectives Plus Acceptable Performances and Time Frames**

### **GOAL 4: Master Concepts of Basic Grammar**

Obj. #	Target Performance Objective	Acceptable Performance	Time Frame
4.1	Correct capitalization errors (basic rules) and use correct capitalization in original writing.	90%	3 times/1st 6 weeks
4.2	Write sentences that illustrate capitalization rules.	100%	10 times/1st 6 weeks
4.3	Define noun.	100%	2 times/2nd sch. week
4.4	Identify common and proper nouns.	90%	2 times/1st 6 weeks
4.5	Write singular nouns as plural nouns.	90%	5 times/1st semester
4.6	Define pronoun.	100%	2 times/2nd sch. week
4.7	Identify pronouns in sentences.	90%	3 times/1st 6 weeks
4.8	Define verb.	100%	2 times/3rd sch. week
4.9	List the eight main linking verbs.	100%	3 times/1st 6 weeks
4.10	List five "sometimes" linking verbs.	100%	3 times/1st 6 weeks
4.11	List fifteen helping verbs.	100%	3 times/1st 6 weeks
4.12	Name two parts of a kernel sentence (subject and predicate).	100%	5 times/1st 6 weeks
4.13	Define phrase and verb phrase.	100%	3 times/1st 6 weeks
4.14	Identify verb phrases.	100%	2 times/1st 6 weeks
4.15	Identify and diagram subjects and predicates.	100%	5 times/1st 6 weeks
4.16	Identify verbs as action or linking.	90%	3 times/1st 6 weeks
4.17	Write sentences with action, linking, and helping verbs.	100%	5 times/1st 6 weeks
4.18	Name the key word for conjunction (joining).	100%	1st 6 weeks
4.19	List the seven main coordinating conjunctions.	100%	1st 6 weeks
4.20	Combine simple sentences using comma/coordinating conjunctions.	100%	1st 6 weeks
4.21	Define appositives and appositive phrases.	100%	2 days
4.22	Identify appositives and appositive phrases.	80%	1 week
4.23	Write sentences with appositives and appositive phrases.	100%	1 week
4.24	Identify nouns of direct address.	100%	1 week



# Principal/Supervisor Evaluation Form

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Principal/Supervisor \_\_\_\_\_  
 Subject(s) \_\_\_\_\_ Time: From \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Visit No. (Check One)**      **1**      **2**      **3**      **4**      **5**

## Rating Scale

1	Excellent	7-8	Fair
2-3	Good	9-10	Poor
4-6	Average	N.O.	Not Observed
		N.A.	Not Applicable

### Instruction

1. Plans and evaluates instructional and spiritual goals.
2. Supervises the development of academic and spiritual objectives.
3. Maintains a school environment conducive to learning.
4. Develops and implements a supervision program.
5. Helps teachers implement instructional objectives.
6. Develops a program to measure instructional achievements via objectives.
7. Provides instructional resources and curriculum materials.
8. Provides a professional development program.
9. Implements an evaluative program for measuring the achievement of academic objectives.

### Scale Score

  
  
  
  
  
  
  
  


### Organization

1. Develops and implements administrative procedures consistent with church policy and federal and state law.
2. Identifies and fulfills responsibilities relating to school fiscal operations and plant facilities.
3. Maintains all legal and educational records and files.
4. Conducts an induction and evaluation program for the teaching and nonteaching staff members.
5. Interprets staff and student policies.

### Scale Score

## Communication and Interpersonal Relations

Scale Score

1. Develops and utilizes communication channels.
2. Manages conflicts with teachers, staff, and parents.
3. Demonstrates personal interest and respect for all staff members.
4. Functions as a team member with the staff.
5. Conducts periodic staff meetings.
6. Allows teachers to have input into decision affecting the teaching staff.

  
  
  
  
  

## Professional Growth and Leadership

Scale Score

1. Improves professional skills and knowledge.
2. Takes leadership role in maintaining academic excellence.
3. Initiates efforts to improve the teaching-learning process.
4. Fulfills responsibility in a professional manner.

  
  
  

## Communication

Scale Score

1. Writes clearly and correctly.
2. Speaks articulately.
3. Reads professional literature.
4. Works well with parents.
5. Uses parent-teacher conferences to increase parental involvement.
6. Uses personal skills to promote school's purpose and philosophy.

  
  
  
  
  

## General Observations

1. How does the principal/supervisor help make the school a success?
2. What areas were observed which could be classified as weaknesses?
3. What suggestions were given to correct observed weaknesses?
4. How do you rate (in one word) the principal/supervisor leadership skills? \_\_\_\_\_ Explain.

5. How does the faculty view the principal/supervisor?

6. How has the principal/supervisor contributed to the academic program? spiritual program?

7. Has the principal/supervisor improved from the last evaluation visit?      Yes      No      Explain.

## Comments

Pastor \_\_\_\_\_ Principal \_\_\_\_\_  
(signature) (signature)

Date \_\_\_\_\_ Date \_\_\_\_\_







# School Enrollment Trends

	Last Year	Two Years Ago	Three Years Ago	Four Years Ago
<b>Preschool/Daycare</b>				
<b>Elementary</b>				
<b>Junior High</b>				
<b>Senior High</b>				
<b>Total</b>				



## Data Supply List

At some point in the accreditation process, you will be asked to submit the following items. As the information is collected, it should be included in the appropriate section of the self-study. This list is not all-inclusive but will assist the administration in the data collection process. Corresponding numbers from the self-study are included. **Bolded items should also be placed in the Accreditation Team workroom.**

<b>Philosophy, Goals, and Mission</b>	<b>Corresponding Self-Study Number</b>
Philosophy of Education	5.1.1.1
Mission Statement	5.1.3.1
Profiling Studies of Graduates	5.1.3.4
<b>Administration and School Improvement</b>	
Organizational Chart	5.2.1.1
Enrollment Trend Chart	5.2.2.2.1
Teacher Observation Document	5.2.4.3
Professional Development Schedule (most recent)	5.2.4.4
<b>Samples of Printed Materials, Communications, and Newspaper Articles</b>	<b>5.2.8.1</b>
<b>Documents and Publications with School's Philosophy, Goals, and Mission Included</b>	<b>5.2.8.3</b>
<b>Legal, Policies, and Procedures</b>	
Copy of School's Legal Documents	5.3.1.1
IRS Form 5578	5.3.1.2
<b>Copy of "Advertised" Non-Discriminatory Policy</b>	<b>5.3.1.2</b>
<b>Child Abuse Policy</b>	<b>5.3.1.3</b>
<b>Sexual Harassment Policy</b>	<b>5.3.1.4</b>
Administrative Manual	5.3.3.1
Faculty Manual	5.3.3.2
Academic Manual	5.3.3.3
Student/Parent Handbook	5.3.3.4
<b>Personnel</b>	
<b>Faculty Worksheet (Exhibit 13)</b>	<b>5.4.1.3</b>
<b>Job Descriptions for All Faculty/Staff Positions</b>	<b>5.4.1.3</b>
Job Descriptions for all Non-Teaching Personnel	5.4.1.4.3
<b>Summary of Employee Data (Exhibit 5)</b>	<b>5.4.2.1</b>
Teacher Contract	5.4.7.3
Salary Scale	5.4.8.1

<b>Fiscal Management</b>	<b>Corresponding Self-Study Number</b>
Letter of Reference from School's Bank	5.5.2.7
<b>Budgets for Past Three Years</b>	<b>5.5.3.4</b>
<b>Annual Financial Statements for Past Three Years</b>	<b>5.5.3.4</b>
Tuition/Fee Schedule	5.5.4.1
<b>Curriculum, Pedagogy, and Assessment</b>	
Assessment Instruments Used in Analyzing the Curriculum's Effectiveness	5.6.1.6
Copy of Technology Plan	5.6.1.8
Copy of Internet Use Policy	5.6.1.8
List and Description of Courses Taught at Each Level Including Electives	5.6.1.11
<b>Scope and Sequence</b>	<b>5.6.2.1</b>
<b>Goals and Measurable Objectives</b>	<b>5.6.3.1</b>
<b>Course Outlines</b>	<b>5.6.4.1</b>
<b>List of Textbooks for Each Course</b>	<b>5.6.7.2</b>
State Mandates Relating to Courses, Length of School Year, Length of School Day, Testing Program, Other State Minimums	5.6.8.1
List Library Staff Members with Each Member's Duties	5.6.10.3
List Encyclopedias with Publication Dates	5.6.10.4
<b>Achievement Test Class Reports for Past Three Years</b>	<b>5.6.12.1</b>
Academic Reports Sent to Parents at End of Grading Period	5.6.13.1
Grading Scale	5.6.13.4
List Course Requirements for High School Graduation	5.6.15.3
If Different Diploma Tracks, List Requirements for All Tracks	5.6.15.3
What Courses Exceed State Requirements	5.6.15.3
Graduation Diploma	5.6.15.3
Name of Each Course and Credit Value Required for Graduation	5.6.15.3
<b>Daily Schedule for Each Teacher with Timeframes</b>	
<b>Include Academic and Non-academic Activities</b>	<b>5.6.18.1</b>
School Calendar	5.6.18.3
<b>Students, Parents, and Community Relations</b>	
Admissions Application	5.7.2.2
Admission Forms Used by Interviewer	5.7.2.6
Voluntary Attrition Rate for Last Three Years	5.7.3.1
Involuntary Attrition Rate for Last Three Years	5.7.3.2
Counseling Program's Objectives and Services	5.7.4.1
List Colleges and Trade-oriented Organizations that Present Their Institutions to High School Students	5.7.4.6
Results of Alumni Studies of Past Five Years	5.7.7.5
List Fundraising Projects	5.7.8.1

<b>Facilities and Safety</b>	<b>Corresponding Self-Study Number</b>
List Substandard Safety Conditions and Their Locations	5.8.1.4
<b>Site Plan</b>	<b>5.8.1.5</b>
<b>Copy of Most Recent Fire Marshall Inspection Report</b>	<b>5.8.1.5</b>
<b>AHERA Asbestos Program</b>	<b>5.8.1.6</b>
Floor Plan Showing Fire Drill/Emergency Evacuation Routes	5.8.7.2
<b>Copy of Fire/Tornado Drill Record (Include date, time of day, minutes/seconds to evacuate the building or prepare for tornado)</b>	<b>5.8.7.3</b>
<b>Copy of Emergency Response Training Program</b>	<b>5.8.7.4</b>
<b>Copy of Most Recent Health Inspection</b>	<b>5.8.8.1</b>
<b>Copy of Communicable Disease Policy</b>	<b>5.8.9.3</b>
Diagram of Pedestrian/Vehicle Traffic Patterns	5.8.10.1
<b>Copy of School's Written Crisis Management Plan</b>	<b>5.8.11.2</b>
<b>Special Services</b>	
<b>Drug and Alcohol Random Testing Policy and Program</b>	<b>5.9.1.6</b>
Cafeteria/Lunchroom Health Inspection	5.9.2.1
Items Available for Lunch or Recent Menu	5.9.2.2
<b>General</b>	
<b>Blank Progress Report</b>	
<b>Blank Report Card</b>	
<b>Teacher Questionnaire for Each Teacher</b>	
<b>Teacher Evaluation for Each Teacher</b>	
<b>Library Data Form</b>	
<b>Bloodborne Pathogen Program</b>	
<b>Sample of Cumulative Records, Student's Information Files, and Test Profiles</b>	
<b>Master Schedule of Classes</b>	
<b>Technology Plan</b>	

# Math Course Outline

## 7<sup>th</sup> Grade

- I. Numeration and Units of Measurement .....(chapter 1) 3 weeks**
  - A. Place Value
    - 1. Whole numbers
    - 2. Decimals
  - B. Expanded form of decimals
  - C. Graphing on a number line
  - D. Comparing and ordering numbers
  - E. Rounding
  - F. Metrics
    - 1. Tables
    - 2. Operations
    - 3. Conversions
  - G. Standard units of measure
    - 1. Tables
    - 2. Operations
    - 3. Conversions
  - H. Accuracy and GPA
  - I. Base and exponents
  - J. Naming numbers
    - 1. Word name
    - 2. Expanded form
  
- II. Addition and Subtraction of Whole Numbers and Decimals ..... (chapter 2) 2 ½ weeks**
  - A. Variables and equations
    - 1. Domain
    - 2. Solution
  - B. Properties of addition
  - C. Addition of whole numbers
  - D. Addition of decimals
  - E. Subtraction of whole numbers
  - F. Subtraction of decimals
  - G. Working with units of measure
  - H. Working with units of time
  - I. Tables of addition and subtraction
  - J. Word problems using addition and subtraction
  
- III. Multiplication and Division of Whole Numbers and Decimals .....(chapter 3) 3 weeks**
  - A. Inductive equations
  - B. Properties of multiplication
  - C. Order of operations
  - D. Multiplication of whole numbers
  - E. Multiplication of decimals
  - F. Exponents and place value
  - G. Division of whole numbers
  - H. Division of decimals by whole numbers
  - I. Multiplication and division by powers of ten
  - J. Division of decimals by decimals

## English Course Outline 10th Grade

Week	Composition	Grammar	Literature	Study Skills
1	Writing Process Freewriting	Verbs	Short Story	Class, notebook, homework
2	Brainstorming Clustering	Sentence Structure, Diagraming	Elements Terms	procedures
3	Allegory	Writing correlated throughout year	Allegory	Goal Setting Dictionary Thesaurus
4			<i>Count of Monte Cristo</i>	SQ3R Notetaking - Textbooks
5	Paragraphs	Nouns		
6				
7				Notetaking - Lecture
8				Test taking PSAT
9	Poetry Figurative		Poetry	Learning Style Time
10	Language Poetic Devices			Management
11	Vivid Words Concise/Precise	Adjectives		Speaking Skills
12	Words			
13	Sentences Combining		Essay	Essay Answer
14	Variety Expand, Contract	Adverbs		
15	Parallelism Exposition			Paraphrase Summary
16	Paraphrase Summary	Prepositions	<i>Christmas Carol</i>	Outline
17				
18		Conjunctions		
19	Descriptive Writing	Interjections	<i>Deerslayer</i>	Organizing a Schedule
20	Vivid Words	Pronouns		Priorities Long/short

# School Improvement Strategic Action Plan

## Sample Goals, Strategies, and Timelines

### Goal 1. Understand the relationship of the Bible to academia.

#### Year 1 (2012–2013)

**General Objective 1.1** To ensure biblical integration occupies its proper role in the educational process.

#### Strategies 1.1.1 to 1.1.4

- 1.1.1 Integrate a Bible-based philosophy of education into the teaching-learning process [August 2012].

**Target Area:** Philosophy of Christian Education

**Lead People:** Principal

**Affected People:** Teachers

**Investment Outlay:** Staff development; personal time; observation

**Desired Results:** Teachers will

- Write a philosophy of Christian education paper using ten or more supporting Bible verses.
- Compile a log of philosophy ideas. (A teacher's log is a compilation of research ideas, reflective thinking, self-assessment commentary, and other "I need to write this down for future use" type comments.)
- Articulate a Bible-based philosophy of education.

**Assessment:** Principal reads teachers' philosophy of Christian education papers; weaknesses are identified and, if necessary, interviews are scheduled with teachers to discuss areas of concern; classroom observations; evaluate teachers' logs.

- 1.1.2 Locate and explain Scripture that relates to subject content [September 2012].

**Target Area:** Biblical Integration

**Lead People:** Principal and assistant principal

**Affected People:** Teachers and students

**Investment Outlay:** Staff development; guest speaker; observer (a knowledgeable person who brings a fresh, unbiased look)

**Desired Results:** Teachers will

- Locate Bible concepts that make reference to academic facts and ideas.
- Explain the relationship of Scripture to specific academic concepts.
- Keep a teacher's log of Bible facts and principles that teach academic facts and concepts.
- [Students will] use a concordance to locate Bible verses that support academic concepts.

**Assessment:** Classroom observations; collaborative roundtable sessions; secretaries of roundtables record main ideas and submit to the assistant principal; results are compiled and returned to staff at next faculty meeting.

- 1.1.3 Attend 12 hours of biblical integration staff development using *A Teacher's Guide to Integrating Scripture with Academics*. (The first session begins after 1.1.1 is completed.)

**Target Area:** Biblical Integration

**Lead People:** Principal and assistant principal

**Affected People:** Teachers

**Investment Outlay:** \$300 (30 manuals @ \$9 plus postage). Staff development in-service time and personal time; discussion and interviews. The total time to complete the activities is approximately 12 hours. Two to three hours assigned to teachers to complete on personal time; remaining hours consist of release time and collaborative staff development sessions conducted during inservice and weekly staff development times.

**Desired Results:** Teachers will

- Complete the 21 activities in the biblical integration teacher's guide [August - October 2012].
- Write biblical integration objectives in subjects taught [due April 2013].
- Compile a log of biblical integration ideas.
- Mark academic concepts related to Bible verses and/or Bible principles in a personal study Bible.

**Assessment:** Evaluation of teachers' activity responses; discussion; classroom observation checklist; direct observation; evaluate teachers' logs.

1.1.4 Read and discuss the book *The Pattern of God's Truth* by Frank Gaebelin [October 2012].

**Target Area:** Biblical Integration

**Lead People:** Administrator and principal

**Affected People:** Teachers

**Investment Outlay:** Approximately \$300 for 30 copies of *The Pattern of God's Truth*; two hours release time; personal time, if needed; staff development discussion time; observation checklist

**Desired Results:** Teachers will

- Write a two-page summary of *The Pattern of God's Truth*.
- Apply biblical truths presented by Gaebelin to course content during lesson presentations.
- Identify Bible-related academic truths.

**Assessment:** Distribute a copy of *The Pattern of God's Truth* to each teacher. Teachers sign a return card, "I have read *The Pattern of God's Truth*." Assistant principal reads summary papers and presents teachers' insights during a faculty meeting; discussion and testimonies follow.

## Year 2 (2013–2014)

**General Objective 1.2** To ensure biblical integration procedures occur regularly in the classroom.

### Strategies 1.2.1 to 1.2.5

1.2.1 Review *A Teacher's Guide to Integrating Scripture with Academics* for previous year's teachers and conduct in-service for new teachers [August - October 2013].

**Target Area:** Biblical Integration

**Lead People:** Principal and assistant principal

**Affected People:** Teachers

**Investment Outlay:** Staff development sessions; total time needed to complete the review for teachers on staff during the 2012–2013 school year is two hours. New teachers follow procedures described in 1.1.3.

**Desired Results:** Teachers will

- Complete (or review) the 21 activities in the biblical integration teacher's guide [new teachers complete; others review].