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# Accreditation Program Guide

## Member Christian Preschools

Affiliated with:

General Council of the Assemblies of God  
1445 N. Boonville Ave, Springfield MO 65802  
(417) 862-2781, [www.ag.org](http://www.ag.org)

Member of:

National Council of Private School Accreditation  
PO Box 13686, Seattle WA 98198  
(253) 874-3408, [www.ncpsa.org](http://www.ncpsa.org)

Member of:

Florida Association of Academic Non-Public Schools  
1211 N. Westshore Blvd. Suite 612, Tampa FL 33607  
(813)287-2820, [www.faans.org](http://www.faans.org)

Member of:

New Mexico Non-Public School Commission  
300 Don Gaspar Education Building, Santa Fe NM 87501  
(505) 827-6516

Member of:

Oklahoma Private School Accreditation Commission  
2448 E. 81<sup>st</sup> St, Tulsa OK 74137  
(918) 493-8880, [www.opsac.org](http://www.opsac.org)

Member of:

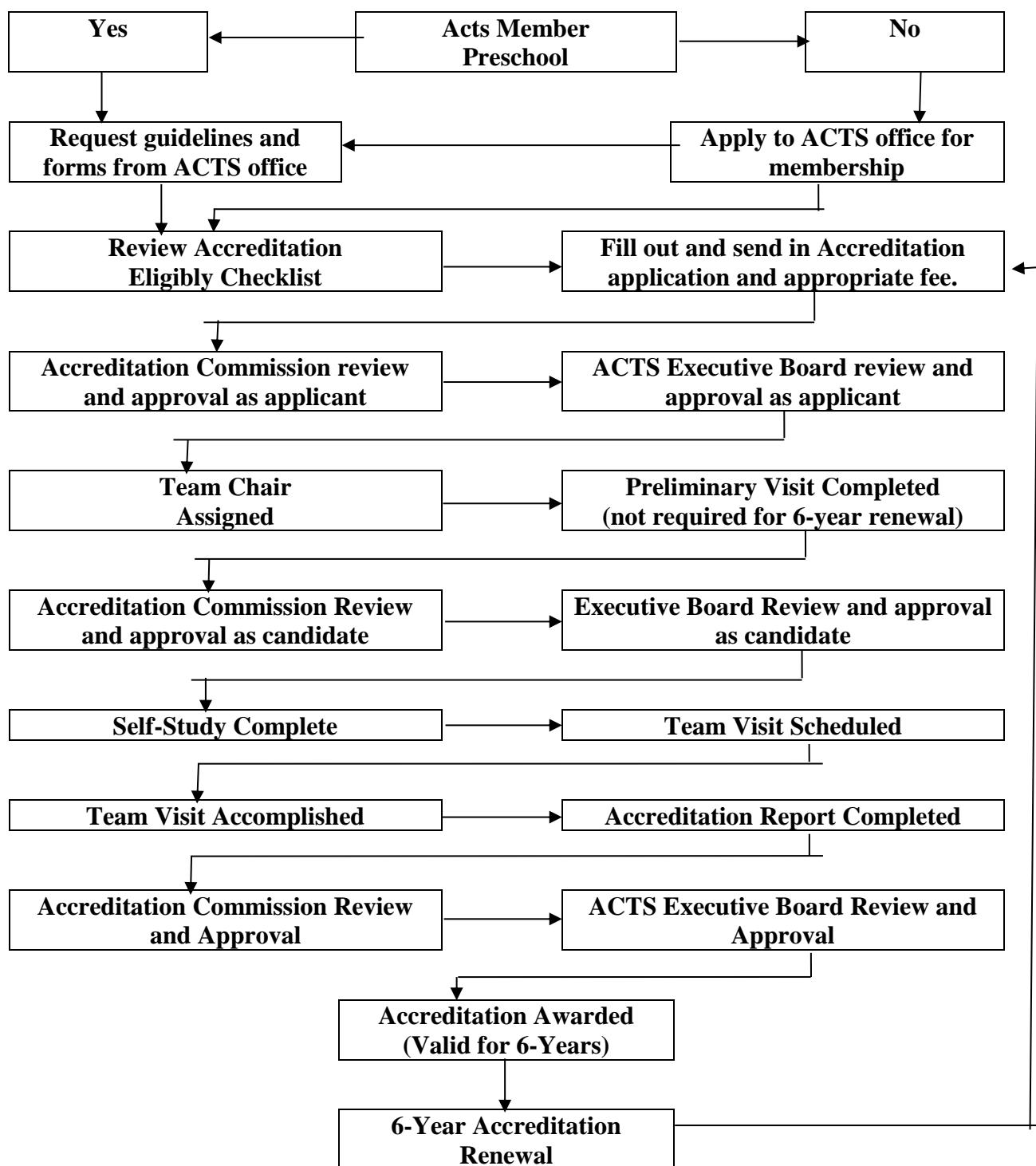
Texas Private School Accreditation Commission  
PO Box 13285, Austin TX 78711  
(512) 499-8377, [www.tepsac.com](http://www.tepsac.com)

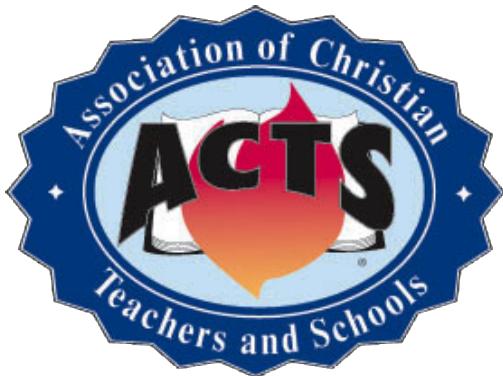
Member of:

Virginia Council for Private Education  
3126 W. Cary St, #612, Richmond VA 23221  
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## ACTS Accreditation Process





# Setting a New Standard of Christ-Centered Academic Excellence!

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# **ACTS Vision, Mission, Core Values, and Benefits**

## **Vision**

Setting a new standard of Christ-centered academic excellence

## **Mission**

Assisting Christian Preschools to realize the highest level of educational credibility

## **Core Values**

We are passionately committed to:

- A Biblical Worldview—modeling, teaching, and leading with actions and decisions that are consistent with God's Word
- Integrity—demonstrating exemplary practices reflective of Christian ethics; with accountability to Christ, our Preschools, and the educational community
- Excellence—providing exceptional services for the certification and development of Christian administrators and teachers, and pathways to the highest levels of accreditation for Christian Preschools
- Relationship—developing and sustaining a partnership with Christian preschools to enhance their ministry through personal connection
- Creativity—being proactive in the pursuit and development of innovative solutions to benefit the growth and development of our organization and its member Preschools
- Service—purposing to approach current and prospective members by offering resources, support, consulting, advice, and mentoring

ACTS does not discriminate on the basis of race, color, sex, national or ethnic origin in the administration of its programs.

## **ACCREDITATION PROGRAM**

These guidelines are designed to guide member preschools through the ACTS Accreditation Program. Information is provided to help you understand the set of standards and the evaluative process that is in place to help verify a member preschool's commitment to its constituency and others that it is carrying out its Christian purpose.

This manual will help preschools complete the *Initial Accreditation Application* and prepare the self-study, file the *Continuous Accreditation Report* and complete the *Six-Year Accreditation Renewal*.

The ACTS Accreditation Commission is the recognized accrediting body for member preschools. The Commission is the representative body charged with carrying out the accreditation process.

The Chair of the Commission provides direction for the accreditation program. Final review of the accreditation program and policies is made by the Commission, which then makes recommendations to the ACTS Board for final approval.

The Accreditation Program is designed to meet or exceed the minimum standards recognized by the major accrediting associations. It is important for all member preschools to strive to be accredited. Only member preschools may apply for accreditation. The initial process takes about one year. Accreditation is an ongoing process promoting excellence in Christian preschool education.

### **PURPOSE**

The purpose of the Accreditation Program is to establish high, uniform standards among ACTS member preschools. Achievement of accreditation status represents a standard of excellence that is recognized by other institutions and the constituency of the community in which the preschool is located. Accreditation requirements identify educational and spiritual criteria which establish high expectations for Christian preschools. Parent/Guardians seek accredited preschools because they believe such preschools offer a quality program. Likewise, the larger communities of business and higher education value the standard of excellence established by preschool accreditation.

To become accredited, a preschool will complete a self-study evaluation and open their preschool to an on-site visit by a qualified team of educators who will examine its program to determine whether it is being operated within the published guidelines of the accrediting agency. ACTS standards are recognized by Regional Accrediting Agencies and are designed to meet or exceed the standards for those accrediting associations. ACTS Standards are recognized by NCPSA (National Council for Private Schools Accreditation) and state agencies of non-public education (TEPSAC, OPSAC, FAANS and VCPE).

### **LEVELS OF ACCREDITATION**

In the accreditation process, a preschool will progress from Applicant to Candidacy to Accreditation. A preschool may remain in Applicant status or Candidacy status for a maximum of two years after being accepted by the Accreditation Commission. If significant progress is not made toward accreditation within this two-year time frame, a preschool will be dropped from the accreditation process. At the end of this two-year time frame, a preschool must submit a new application and pay an additional \$650 application fee.

**Applicant Status:** A preschool is in Applicant status from the time an official application is filed with the ACTS Office until all items have been received and accepted by the Accreditation Commission. A preschool at this stage of accreditation may only refer to themselves as being an Applicant with ACTS.

**Candidacy Status:** Once a preschool's preliminary visit has been completed and the accompanying documentation have been received and accepted by the Accreditation Commission, the preschool will be advanced to Candidacy status and assigned a chairperson as an advisor. After the preschool receives their formal notice that their preliminary visit report has been accepted, they may refer to themselves as having Candidacy status with ACTS.

**Accreditation:** Upon completion of the on-site visit, the Visiting Team will submit a report and recommendation to the Accreditation Commission. The Accreditation Commission then makes a status report to the ACTS Board. Accreditation may be granted by the ACTS Board for a maximum of six years. A preschool may refer to themselves as Accredited by ACTS upon receipt of the notice of approval by the Board.

**Revocation of Accreditation:** A preschool may be dropped from accreditation for failing to maintain compliance with the standards or for failing to file a Continuous Accreditation Report. A preschool must first be notified by the Executive Director, by certified mail, of the reasons for the pending revocation. A preschool so notified has the right

to a hearing before the Board. The decision of the Board shall be final. The preschool will be notified of board action by certified mail. Upon receipt of said notification, the preschool must immediately stop referring to itself as an ACTS accredited preschool. (See page 9 for Appeal and Complaint Procedures.)

## **PROCEDURE TO APPLY FOR INITIAL SIX-YEAR ACCREDITATION**

A preschool wishing to become accredited may contact ACTS, 911 S. Parsons Ave., Suite G, Brandon, FL 33511, or by phone, (813) 684-2024, to request the accreditation program information. Guidelines and forms will be forwarded to the preschool, or a preschool may download them from the ACTS website.

When a preschool seeking initial accreditation has its application processed and accepted by the Accreditation Commission, a contact/chairperson is appointed to assist the preschool in understanding the accreditation guidelines and completing the forms for the self-evaluation study. After the forms have been filled out completely and returned, a chairperson and a Visiting committee will be appointed.

The following Accreditation Eligibility Checklist identifies areas that must be met for preschools seeking accreditation.

## **ACCREDITATION ELIGIBILITY CHECKLIST**

As soon as the preschool's accreditation application is accepted by the Commission, a chairperson will be assigned to make a preliminary visit to the Preschool. The preschool should be prepared to demonstrate to the chairperson that the preschool meets all of the requirements in the Eligibility Checklist. The chairperson will make a written report to the Accreditation Commission detailing how the preschool meets each of the eligibility criteria. This report will be attached to the preschool's application and the preschool will be given a copy. A preschool will not be considered for Candidacy by the Accreditation Commission until this visit and report are completed. A preschool has a maximum of two years from the time an application is filed to complete this visit and report. If this is not completed within two years, the preschool must file a new application, including fees, and begin the process again. The preschool is responsible for the travel expenses of the chairperson related to this visit.

The preschool:

1. Is a current member of ACTS.
2. Has legal authority to operate and must be able to address each of the following areas:
  - a. Philosophy and Objectives: Each accredited preschool shall be required to have a concise, clearly written statement of its philosophy and objectives in order to guide the academic program and the overall development of its students.
  - b. Curriculum: Each preschool shall have a curriculum consistent with its philosophy and objectives. This shall be designed to effectively fill the needs of the students enrolled. Curriculum offered shall be organized sequentially and described in current written curriculum guides and courses of study by subject and grade level.
  - c. Preschool Plant and Facilities: The plant and equipment shall be suited to the purpose and adequate for the total program of each preschool. Evidence of conformity to local codes for preschool building and health, safety, and sanitation must be present.
  - d. Faculty and Administrative Staff: The preschool professional staff must meet criteria established by the accrediting body that are suitable to the program and mission of the preschool. The criteria must address the requirements of degrees and ACTS certification.
  - e. Transfer of Student Records/Data: Standards shall insure the maintenance and safe-keeping of accurate student records and the provision of a transcript indicating work covered by students.
  - f. Financial Records/Accounting: The financial resources and management of the preschool shall be such as to sustain an educational program consistent with its philosophy and objectives. Evidence of financial stability in the form of a financial statement shall be prepared annually and be available for review by the accreditation association during evaluations.
  - g. Health and Safety: All preschools shall meet all applicable local and state laws relating to fire protection,

- safety, sanitation, and health. Evidence of evacuation drills and emergency procedures are required. The preschool buildings shall comply with local and state zoning, structural, and fire codes.
- h. **Non-Discrimination Policies:** All preschools must issue statements of nondiscrimination (in writing) stating that they do not discriminate on the basis of race, color national or ethnic origin.
  - i. **State Laws and Regulations:** Accreditation standards require each preschool to comply with all applicable state laws and regulations.
3. Is under control of a governing body, duly empowered with its governance, and meeting all state legal requirements. **Note:** Preschools located in states that offer voucher/choice type programs that have been denied accreditation or participation in the voucher/choice program by any other organization or state action are not eligible for ACTS accreditation.
  4. Is administered by a chief administrative officer designated for the preschool.
  5. Has been in operation a minimum of one year. A Visiting Team On-Site Visit may not be accomplished prior to a preschool completing one full academic year.
  6. Has written statements of purpose and faith that agrees with an approved ACTS Statement of Faith. (See Appendices.)
  7. Has teaching faculty who demonstrate their professional expertise through holding an ACTS Preschool Credential in addition to any state and local requirements for teaching in a preschool/daycare. Directors must hold ACTS Director Credentials in addition to any state or local requirements for administration of a preschool/daycare. **All ACTS teaching certificates must be issued prior to a Team Visit.**
  8. Must send a minimum of two representatives (Director, Lead Teacher, etc.) to at least one ACTS conference each year.

## VISITING TEAM

The Visiting Team will consist of at least two or more people (based upon preschool enrollment) who have current education experience. Team members are expected to be a preschool administrator/director, a college level person with a master's degree (or higher), or a teacher with classroom experience. The Team Chair will guide the preschool through the accreditation process. Chair's responsibilities include the following:

1. Communication with the Preschool administrator regarding ACTS accreditation standards
2. Identification of areas needing improvement prior to the visit
3. Setting a date for the Team's on-site visit. This should be a three-day visit.
4. Coordination of the Visiting Team's activities
5. Responsibility for the final written report

The Visiting Team members shall each receive an electronic copy of the self-study at least 30 days before the on-site visit. If the self-study is not received at least 30 days prior to the visit date, the team visit will be rescheduled (if this results in additional travel expenses the preschool is responsible to also cover them). All classes, programs, and records should be open to the Team. Team members will talk with the pastor, board, administrator, teachers, staff, students and Parent/Guardians during the visit.

Preliminary results of the on-site visit will be shared with the administration at the end of the visit. Detailed results will be provided in the Accreditation Team Report after it has been processed through the Accreditation Commission and Board.

## PURPOSE AND OBJECTIVES

The primary purpose of the Visiting Team's visit as a part of the process of accreditation is to verify the preschool's self-study and to determine if it accurately reflects the preschool's programs and ministry. The Visiting Team serves a key role in the accreditation process and in the assessment and improvement of the preschool.

The objectives of the accreditation team visit include the following:

1. Providing a final report for the Accreditation Commission that addresses every aspect of a preschool's

- program, assuring that the Preschool's self-study is objective and accurate and that it reflects the preschool strengths.
2. Having a Visiting Team that brings objective expertise to the preschool to assist in conducting the verification. This provides insight that can lead to preschool improvement.
  3. Serving as a stimulus for reviewing and/or changing those areas of the preschool's operation that are not in compliance with ACTS Standards.
  4. Determining that the preschool has no violations of ACTS Standards.

## **VISITING TEAM CHAIR AND MEMBERS**

The chairperson shall have served on a previous Visiting Team on-site visit and have experience as a preschool administrator, Director, assistant Director, or college education department director/faculty member. Workshops are provided at ACTS Conferences to train prospective team chairs and members.

The selection of the Visiting Team Chair is the responsibility of the Director of Accreditation and the Executive Director. The Director of Accreditation, with input from the office of the Executive Director, consults the preschool's administrator or Director concerning any input that he/she might have on the selection of a Visiting Team from a list of qualified persons. A list of qualified persons shall not include an individual deemed to have a conflict of interest, including but not limited to an employee of the applying institution, a relative or church member.

The Visiting Team will consist of a chair and at least one team member. Actual number of team members is determined by preschool enrollment. Additional team members may be added by the Director of Accreditation after consultation with the Executive Director, the Visiting Team chair, and other appropriate personnel, such as the preschool administrator or director.

The final selection of the Visiting Team members is the responsibility of the Director of Accreditation with input from the Executive Director. When possible, the Visiting Team members are chosen from the same region or state in which the preschool to be visited is located.

The selected Visiting Team members are chosen to provide balance and competence to the evaluation. Their professional background and expertise shall include the areas of teaching, programs, curriculum, administration, finance, facilities, and community relations.

No Visiting Team Chair or members shall serve without receiving training in the ACTS Standards and accreditation process. This training is provided at all ACTS conferences and may be provided prior to the visit by the Team Chair.

The administrator/director of the preschool to be visited will be given the names of the Visiting Team members by the Director of Accreditation at least 30 days before the visit.

Any changes in Visiting Team members or dates of the visit must be made with the Director of Accreditation through the office of the Executive Director. No one shall be contacted for participation on a team by the administrator/director of the preschool.

## **VISITING TEAM CHAIRPERSON AND MEMBERS EXPENSES**

All Visiting Team member expenses (lodging, meals, travel) incurred during the visit are to be borne by the preschool being visited. When possible, the preschool should make arrangements to pay directly to the motel/hotel the meals/lodging costs incurred by the Visiting Team. The mileage for travel while on business for ACTS is the current rate allowed by the Internal Revenue Service. Other possible travel costs include parking, taxi, tolls, travel other than by automobile, etc. Any costs for meals incurred by a Visiting Team member in route and any costs for meals during the visitation should be reimbursed by the preschool. All expenses should be indicated on the expense form. The expense form should be submitted directly to the administrator/director of the preschool visited for reimbursement. The checks will be issued by the preschool upon completion of the visit.

## **TERM OF ACCREDITATION**

Initial and sixth-year accreditation is for a maximum term of six years. When a preschool is accredited, no matter the date, their accreditation expiration date will be June 30<sup>th</sup> of the sixth year following their initial or sixth-year accreditation. (NOTE: Maximum term for preschools in NM & VA is five years.)

## **CONTINUOUS ACCREDITATION REPORT FOR ALL ACCREDITED PRESCHOOLS**

All accredited preschools are required to submit a completed annual report by September 1 each year along with the annual accreditation renewal fee of \$500.00. (See Appendix 5 for Form.)

### **PROCEDURE TO APPLY FOR SIXTH-YEAR ACCREDITATION**

A preschool planning to apply for sixth-year accreditation must complete the application for sixth year accreditation and a self-study (**The Self-Study is to be in a digital format saved on a USB flash drive**) and return it to the ACTS office. An on-site team visit will be made using the same procedures as in the initial accreditation visit.

### **CROSS-ORGANIZATIONAL ACCREDITATION TRANSFER**

A preschool that is currently accredited by any recognized Accreditation Organization may transfer their current accreditation to ACTS with no interruption of their accredited status by completing the following process:

1. Join ACTS.
2. Have their standing within the other organization validated.
3. Submit a complete application for accreditation along with the current accreditation fee.
4. Upon acceptance, submit the preschool's most current self-study instrument along with the latest team visit report to a designated Team Chair for review.
5. The preschool must host an on-site visit by the Team Chair.
6. The Team Chair will write and send a report of the visit to the Accreditation Commission and ACTS Board for accreditation confirmation.
7. All confirmed accreditation transfers will be valid for the preschool's current accreditation time frame.

### **APPEAL AND COMPLAINT PROCEDURES**

Appeals and complaints are handled on a case by case approach. Each case is reviewed and action taken with the full involvement of the individuals, preschool, as well as members of the Accreditation Commission.

The accreditation program process is designed to go forward only when a preschool meets the requirements for accreditation. It continues based on the preschool's annual report being submitted by September 1st each year and reviewed by the Accreditation Commission. Preschools are advised in writing by certified mail of any specific violations of standards. This advised status does not preclude continued accreditation unless violations are recurring and not corrected by the preschool. The preschool must respond by the next regular or special called board meeting.

A preschool's accreditation may be withdrawn only by action of the Accreditation Commission. This action includes the process of a representative of the commission visiting the preschool and submitting a review/report concerning the recurring and not corrected violations by the preschool. In cases when accreditation has had to be withheld or withdrawn, every effort is made to have an ongoing and open communication to correct the situation. All appeals from any decision made shall be submitted in writing to the Accreditation Commission. An appeal should review specifically the appellant's position in regard to each item of the decision.

An appeal of an unfavorable decision concerning a preschool's accreditation status or complaint may be made to the Board at the next scheduled meeting after the decision was made. A preschool suspended or not accredited for failure to meet standards may be re-evaluated in the next year if efforts to rectify deficiencies are evident.

When complaints are filed those involved are encouraged, if possible, to resolve the complaints. If the preschool or person filing the complaint does not feel that it has been resolved, the Executive Director's office should be contacted for input and/or mediation. If necessary, the complaint will be referred to the Accreditation Commission.

### **APPLICATION FOR INITIAL ACCREDITATION/SIXTH-YEAR ACCREDITATION**

In submitting this application to the ACTS office you are asserting that you are a member in good standing, that you have carefully read the Accreditation Program Guidelines, and that you are requesting to become involved or to continue involvement in the accreditation process of ACTS. Please return the Application for Accreditation Candidacy/Sixth-Year Accreditation form with attachments to: ACTS Director of Accreditation, 911 S. Parsons Ave., Suite G, Brandon, FL 33511.

This application must be accompanied by: (See Appendix 4 for Accreditation Application Form)

1. A check for \$650 for the application fee payable to ACTS. The application fee is non-refundable.
2. A copy of the resolution appearing in the preschool board minutes which approves of the preschool seeking accreditation with ACTS. (Initial accreditation only)
3. A written statement indicating that the Preschool is responsible for the Visiting Team's expenses during the on-site visit.
4. An understanding that the Preschool must meet certain accreditation guidelines (standards) in order to progress from Accreditation Candidacy to Accreditation.
5. An understanding that the Self-Study must be submitted to the ACTS national office and Visiting Team members at least 30 days prior to the scheduled committee visit.

### **SELF-STUDY ACCREDITATION PROCESS OVERVIEW**

#### **BACKGROUND**

The accreditation process for ACTS resulted from intensive work of a collaborative group from the ACTS organization. The basic concepts addressed in this process focus upon student success in meeting the preschool-wide learner outcomes [i.e., what each student should know, understand and be able to do upon exit (graduation) from the preschool or by the time the student completes the planned program].

#### **Focus on Learning and Preschool Change**

To ensure that the critical elements of preschool change were integral to the design of this protocol, the following specific features are included:

- The clarification of the preschool's purpose and preschool-wide learner outcomes for all students.
- The involvement of the preschool community in self-directed problem-solving.
- The analysis of the actual program for students.
- The planning for meaningful dialogue.
- The necessity of collaboration and shared decision-making.
- The use of high quality standards to analyze the program for students.
- The development of a Preschool-Wide Improvement Plan to support desired learning results.
- The opportunity for an outside perspective regarding the proposed changes through the Visiting Team's dialogue and findings.
- The monitoring of progress in meeting or redefining goals and improvements through accreditation reviews and reports.

#### **ACTS Accreditation Standards**

The standards are research-based guidelines of systemic preschool improvement that address accreditation's central tenet: A preschool operates with a clear understanding of its purpose and focuses on student learning. The standards were developed with the assistance of numerous practicing educational leaders and theorists. The objective was to develop standards that brought attention to concepts and factors that differentiate between effective and ineffective preschools. Since most formal education occurs in an institutional setting, factors that impact institutional effectiveness were considered along with curriculum, instructional strategies and assessment.

#### **Preschool Purpose and Preschool-Wide Learner Outcomes**

An essential element of systemic preschool improvement is the collective vision or statement of purpose on the part of the members of the preschool community: What should students know and be able to do upon exit from the preschool? What does it mean to be an educated person? What is the most effective preparation of students for the future? The purpose provides the preschool's foundation for establishing preschool-wide learner outcomes. These state the global knowledge, skills, and understanding students should possess upon exit from the preschool, or by the time the student completes the planned program. The attainment of these preschool-wide learner outcomes drives the instructional program and the support operations of the preschool and therefore is integral to the preschool's accreditation process. These learner outcomes complement the more specific curricular standards.

## **Importance of Evidence**

Translating the preschool's purpose into preschool-wide learner outcomes for all students is a beginning. The self-study phase of the accreditation process revolves around an in-depth gathering of evidence that will enable a preschool to take an honest look at what is and isn't working based upon the standards and the preschool-wide learner outcomes. This verification is key to learning about the actual instruction experienced by students.

Observable evidence includes analyzing the following:

- What students are doing and producing (student work).
- Student interviews and observations.
- Hard data and information, e.g., student indicators for attendance, special needs, Preschool-wide performance.
- Other interviews, observations, etc.

## **Accreditation Cycle**

The accreditation process is a perpetual cycle of assessment, planning, implementing, monitoring, and reassessment (self-study, visit, and follow-up). During the year prior to the visit, a preschool clarifies or redefines its preschool-wide learner outcomes and begins the formal self-study process that assesses the actual student program with respect to the standards. The self-study process culminates in the development of a six-year Preschool-Wide Improvement Plan. The completed preschool report is sent to the Visiting Team members for careful study at least a minimum of 30 days prior to their visit. Using the results of the visit, the preschool modifies and implements its Preschool-Wide Improvement Plan in this ongoing cycle of improvement.

### ACTS Six-Year Cycle for Preschools:

<i>Year One:</i>	Profile Update, Continuous Accreditation Report, Refinement of Improvement Plan
<i>Year Two:</i>	Profile Update, Continuous Accreditation Report, Refinement of Improvement Plan
<i>Year Three:</i>	Profile Update, Continuous Accreditation Report, and <b>One-Day Review (for Preschools with 5 or more Mostly Mets)</b> , Refinement of Improvement Plan
<i>Year Four:</i>	Profile Update, Continuous Accreditation Report, Refinement of Improvement Plan
<i>Year Five:</i>	Review of all Profile Data, Continuous Accreditation Report, and Program Analysis (beginning of next Self-Study), Revision of Improvement Plan
<i>Year Six:</i>	Completion of Self-Study, Refinement of Preschool-Wide Improvement Plan, visit by ACTS Team, Revision of Improvement Plan after Site Visit

## **ACTS Expectations for Analysis in the Self-Study**

The preschool's self-study is predicated on five key components. Through the completion of the accreditation process, the preschool will have accomplished:

1. The involvement and collaboration of stakeholders in the self-study.
2. The clarification of the preschool's purpose and the preschool-wide learner outcomes.
3. The assessment of the actual student program and its impact on student learning with respect to the accreditation standards and the Preschool wide learner outcomes.
4. The development of a Preschool-Wide Improvement Plan that integrates subject area/program and support plans to address identified growth needs.
5. The development and implementation of an accountability system for monitoring the accomplishment of the Preschool-Wide Improvement Plan.

## **ACTS Self-Study Process**

The tasks of the self-study focus on evaluating the preschool against the standards and assessing the degree to which all students are achieving.

### **The Site Visit**

After careful study of the preschool's Self-Study, a Visiting Team composed of fellow educators spends three days at the preschool. The purpose of the visit is to provide an outside perspective from educators who are thoroughly familiar with the standards used by the preschool.

The Visiting Team gains insight of the preschool through dialogue with the Faculty, Staff, Administration, Parent/Guardians, etc. about the self-study findings and by its own gathering of evidence and analysis of student work. The resulting discussion and written results will assist the Preschool Administrator/Director in refining the Preschool-Wide Improvement that addresses the site visit teams' report recommendations and accreditation standards.

### **Accreditation Term Factors**

The Accreditation Commission grants accreditation based on the findings of the Visiting Team. Accreditation factors have been developed by the Commission that reflects the overall aspects of the ongoing preschool improvement process. These factors have incorporated the five expectations of analysis in the self-study process, the ACTS standards organized by categories and important emphases already present within the ACTS standards.

### **Follow-up**

Subsequent to the site visit, the preschool annually refines and implements the Preschool-Wide Improvement Plan. The Leadership Team coordinates this implementation, annually reviews progress, and refines the "next steps" in meeting the goals. All follow-up is done with respect to evidence that students are accomplishing the established preschool-wide learner outcomes. The governing authority is involved in the ongoing improvement process to ensure that the follow-up process is integral to planning and goal setting. Documents progress on the Continuous Accreditation Report.

## **PRESCHOOL ACTIONS**

### **TIMELINE**

The preschool's leadership and self-study coordinator establish (1) a general calendar for the major self-study events; and (2) a more detailed timeline of specific committee meetings and tasks to be accomplished. The self-study coordinator works backwards from the date of the visit, allowing at least four to six weeks for the Visiting Team to study the preschool report.

### **SELF-STUDY FORMAT**

**The Self-Study is to be in a digital format saved on a USB flash drive. (One per team member and one for ACTS office)**

### **DEFINITION OF A PRESCHOOL**

A preschool is defined as a program providing care and Christian education for a minimum of ten children, including the ages of birth through kindergarten, and part-or full-time hours. In various locals the preschool may be called nursery preschool, academy, learning center, or child care center. ACTS does not accredit family child care homes. The preschool should organize itself in such a manner as to adequately address each of the following standards utilizing a self-study process. The end result should be a document which demonstrates, through the provision of evidence, how the preschool meets each of the accreditation standards and any sub points contained therein.

## PRESCHOOL SELF-STUDY PROCESS AND REPORT: TASKS AND ACTS STANDARDS

### Task 1: Preschool History

#### Brief history of the preschool that should include the following information

The formation of the preschool, its mission and purpose, description of your student population, economic status of your community, ethnic breakdown of your community, and any major issues unique to your area.

**Task 2: Using the ACTS Standards, analyze the quality of the preschool program and operations, synthesize and summarize findings, and determine preschool strengths and growth areas. Include the following in your response: 1) the findings; 2) the evidence that supports how the preschool meets these standards; and 3) the identification of strengths and growth needs.**

### 1. PHILOSOPHY

#### *The preschool's philosophy:*

- 1.1 shall be in agreement with an approved ACTS Statement of Faith (See appendices).
- 1.2 shall be sensitive to the needs of the children.
- 1.3 shall be in written form and approved by the preschool's governing body.
- 1.4 shall be stated in preschool literature informing staff, Parent/Guardians, pupils, and prospective families of the preschool's philosophy.
- 1.5 shall be used to guide the academic program and overall development of the preschool and shall be consistent with sound early childhood educational practices.

### 2. GOVERNANCE

#### *The governing body:*

- 2.1 shall be spiritual leaders.
- 2.2 shall govern the preschool in accordance with the stated philosophy.
- 2.3 Shall be responsible for the formulation of policy and the maintenance of a preschool policy manual which must include nondiscriminatory policy and practices in admissions, employment and all other aspects of preschool operation. A complete and current record of all governing body minutes must be maintained.
- 2.4 shall be responsible for the successful operation of the preschool.
- 2.5 shall provide adequate salary and benefits for the staff and faculty.
- 2.6 shall develop and document Preschool-Wide Improvement Plan containing goals, measurable objectives, timeline for completion and stakeholders involved. The Plan must address the areas of: Curriculum & Instruction, Preschool Staff, Facilities, Family and Community Relations, Recommendations from the previous Accreditation Report, and Self-identified areas of needed improvement. (Minimum six-year plan).
- 2.7 shall ensure all required governmental regulations are met (Incorporation, Fire, Health, Food Service, etc.).
- 2.8 shall list ACTS as an “Additional Insured” on preschool’s liability insurance policy.
- 2.9 shall be responsible for the selection and evaluation of the preschool administrator/director.

### **3. CURRICULUM AND INSTRUCTION**

*The curricular and instructional program of the preschool:*

- 3.1 shall be consistent with the preschool's philosophy.
- 3.2 shall incorporate a biblical worldview into each subject area.
- 3.3 shall be in written form, based on knowledge of child development and designed to meet individual needs by using student assessment tools and allowing teachers flexibility to adapt lesson plans.
- 3.4 shall avail itself of the resources of the local community.
- 3.5 shall provide appropriate teacher planning and preparation time.
- 3.6 shall be formally and systematically evaluated by the preschool and revised as needed.
- 3.7 shall reflect acknowledgment of differences in children and shows God's love for people of each race, color, and sex.
- 3.8 shall incorporate developmentally appropriate materials and equipment available for all ages enrolled in the preschool.

Examples: Infant rooms include toys such as balls, pop beads, nesting cups, cuddly toys pictures, teething rings, rattles, squeak toys, and books. Toddler rooms include push and pull toys, stacking toys, cubes, puzzles, play phones, dolls and toys listed above. Preschool rooms include puzzles, manipulatives, blocks, music, creative art, sand and water table, dolls, and other props for home living and role play. Kindergarten rooms include all preschool materials and equipment, plus self-correcting activities for children to use independently.

- 3.9 shall meet the intellectual needs of each child.
  1. Receptive and expressive language experiences, appropriate to development of children, are provided throughout the day.
  2. Opportunities are provided for supervised exploration and experimentation that develop cognitive skills.
  3. Media programs serve as special events rather than a significant part of the everyday program. Previewed programs are appropriate to age and attention span, and enhance the concept and values of the preschool.
- 3.10 shall meet the physical needs of each child.
  1. Classes should be given time and space for outside play on a daily basis, weather permitting.
  2. Outside play equipment and experiences shall be appropriate for the age and number of children using the playground.
  3. Curriculum will provide for hand-eye coordination, gross and fine motor skills.
- 3.11 shall meet the social needs of each child.
  1. Develop age appropriate rules and consequences for each group.
  2. With Christ as our example, pro-social techniques are encouraged in developing cooperation, taking turns, sharing, and problem-solving.
  3. Interactive discipline procedures such as redirection, reflective listening, and positive reinforcement are encouraged.

- 3.12 shall meet the emotional needs of each child.
1. The curriculum includes activities that enhance esteem for self and others and promote children's emotional growth.
  2. Staff members demonstrate love and respect for each child and interact often with children by showing interest, warmth, consideration, and affection.
    - a. Staff speak to children in a loving, friendly, and courteous tone.
    - b. Staff are available to individual children and responsive to their needs.
    - c. Staff encourage self-help skills in children.
    - d. Creative art and musical experiences are reflected in the curriculum.
  3. The sound of the environment is primarily marked by pleasant conversation, spontaneous laughter, and exclamations of excitement rather than harsh, stressful noise or enforced quiet.

- 3.13 shall meet the spiritual needs of each child.

1. Christian values and Directors are prevalent across disciplines and are interwoven throughout each day's activities in an age-appropriate manner.
2. Worship songs, prayer, and Scripture verses are integrated into daily routines and activities.
3. Bible stories are presented as truth and are taught in ways appropriate to the children's developmental levels.
4. Biblical principles are implemented for conflict resolution, guidance, and discipline.
5. Through words and actions, staff members serve as Christian role models.

#### **4. PRESCHOOL STAFF**

- 4.1 All members of the preschool staff shall be Christian and shall exhibit Christian character in all areas of life. (i.e. Fruit of the Spirit according Galatians 5:22-23).
- 4.2 All preschool personnel (full/part time staff or any volunteers) are required to undergo background check prior to their employment or being given access to students, and all new staff members will serve a probationary employment period to ascertain their competence in working with children.

#### **4.3 INSTRUCTIONAL STAFF**

- 4.3.1. Staff who are in charge of a group of children should have at least an ACTS Preschool Staff Credential. In cases where staff members do not meet the specific qualifications, a training plan, both individualized and program wide, has been developed and is being implemented for those staff members. NOTE – Centers/Preschools must comply with state and local requirements for Preschool staff credentials/supervision as well.
- 4.3.2. Members of the teaching staff are involved in regularly scheduled professional development or continuing education programs.
  - 4.3.1.1 The instructional staff participates in a minimum of 10 documented hours of continuing education or professional development annually.
  - 4.3.1.2 All staff shall have a professional development plan on file with evidence that it is being implemented.

- 4.3.2 Staff/child ratios are in compliance with state standards. Recommended ratios are:

Birth - 12 months	1 staff to	4 children
12 - 23 months	1 staff to	6 children
2 year olds	1 staff to	8 children
3 year olds	1 staff to	10 children
4 year olds	1 staff to	12 children
5 year olds	1 staff to	16 children
5 year olds/K	1 staff to	20 children

#### **4.4 SUPPORT STAFF:**

- 4.4.1 The support staff shall be sufficient in number as to provide adequate clerical assistance to the preschool.
- 4.4.2 The preschool shall provide a custodial staff sufficient to maintain a clean and safe environment.

#### **4.5 ADMINISTRATIVE STAFF:**

- 4.5.1 The preschool's governing body shall appoint a full-time person as the chief administrator/Director and who shall be on the full-time preschool staff and functioning in that capacity. An Early Childhood Specialist (who can be the director or another staff member who meets the criteria) is employed to direct the educational program. The qualifications of an Early Childhood Specialist are a baccalaureate degree in Early Childhood Education/Child Development and at least 3 years of full-time teaching experience with young children and/or a graduate degree in Early Childhood Education/Child Development. In cases where the Early Childhood Specialist does not meet the specific qualifications, a professional development plan toward meeting the qualifications is on file with evidence that it is being implemented.
- 4.5.2 The administrative staff shall show evidence of continued professional growth by documented participation in the preschool's professional development program and/or college or continuing education credit.
- 4.5.3 The chief administrator seeks to provide spiritual leadership to the staff and students in fulfilling the spiritual mission of the preschool.
- 4.5.4 The chief administrator shall oversee all executive functions including compliance with governmental regulations, public relations, financial responsibilities, Parent/Guardian education and relations, building and equipment maintenance, staff recruiting, supervision, and employee relations.
- 4.5.5 The preschool shall establish a formal and systematic process of faculty/staff evaluation which shall be conducted on a periodic basis and properly documented.

#### **4.6 FACULTY/PERSONNEL HANDBOOK**

- 4.6.1 The preschool shall publish a faculty/personnel handbook which shall include the following: philosophy of the preschool, dress code, rules and regulations, discipline procedures, and personnel evaluation policies.
- 4.6.2 The faculty/personnel handbook shall contain a policy statement of due process and grievance procedures.

### **5. FINANCES**

*The preschool:*

- 5.1 shall provide evidence of an annual external audit or review, sound, professional, ethical, and legal practices in all financial operations.
- 5.2 shall present evidence of adequate and identifiable financial resources and records to operate the preschool's program with a realistic annual operating budget approved by the governing body and reviewed regularly.
- 5.3 shall document all fundraising and resource development activities.
- 5.4 shall publish a tuition and fee schedule that includes a tuition refund policy.

## **6. ADMISSION PROCEDURES AND POLICIES**

*The preschool's admission procedures and policies:*

- 6.1 shall be clearly written in a student handbook.
- 6.2 shall be formulated by the governing body.
- 6.3 shall be written in such a manner as to admit only those for whom the program is designed and is consistent with the preschool's philosophy and objectives.
- 6.4 shall contain a published policy of non-discrimination and demonstrate consistent adherence.
- 6.5 shall address financial and other contractual arrangements between the preschool and Parent/Guardians/students.

## **7. RECORDS**

- 7.1 Children records shall be kept on each student enrolled in the preschool.
- 7.2 Children records shall be updated on a regular basis.
- 7.3 Children records shall include health and other required information (Birth Certificate, Medical Records, Custody documents if applicable, registration forms, state required documents).
- 7.4 Children records shall be kept up to date in matters of discipline.
- 7.5 Children records shall be kept in a safe, secure, and professional manner (fireproof or electronically current, retrievable dual backed format).
- 7.6 Children records Access to children's records shall follow the provisions of all local, state, and federal regulations relating to an individual's right to privacy.
- 7.7 Office records shall be adequate in nature to present a true and accurate picture of the preschool's income, expense, and operational procedures.
- 7.8 Office records shall be kept in a safe, secure, and professional manner (fireproof or electronically current, retrievable dual backed format).
- 7.9 Personnel records shall be kept on all personnel with evidence that they are qualified, competent, and meet legal requirements for the position held.
- 7.10 Personnel records shall include transcripts, contracts, tax/employment records, and professional licenses, and continuing education or in-service.

## **8. FAMILY AND COMMUNITY RELATIONS**

- 8.1 PARENT/GUARDIAN HANDBOOK: All Parent/Guardians shall receive a handbook that is true, accurate and reflect ethical guidelines, describes how the preschool functions on a day-to-day basis, including but not limited to the philosophy statement and policies regarding holidays, illnesses, hours, fees, refunds, enrollment, and termination, and contains a statement of non-discrimination.
- 8.2 Weekly or monthly memoranda are sent to Parent/Guardians as a regular means of communication.
- 8.3 Parent/Guardian conferences are held at least once a year and at other times as needed to discuss the child's progress, care, and education. Parent/Guardians are encouraged to participate in the goal setting process for their child.

- 8.4 The Early Childhood Specialist assists the staff with methods of recording their observations of children. Observation records are used for curriculum planning and Parent/Guardian conferences.
- 8.5 Significant changes in a child's physical or emotional state are reported to Parent/Guardians/guardians immediately, are documented, and are placed in the child's file.
- 8.6 The Early Childhood Specialist is familiar with and makes appropriate use of community services and resources including social services, mental and physical health agencies, and educational programs such as museums, libraries, and other professional sources.
- 8.7 Policies concerning Parent/Guardian involvement such as visiting, observing, and volunteering are in place to ensure a bonding relationship between the home and preschool is maintained.
- 8.8 Parent/Guardians are provided information regarding the preschool's philosophy of child development and discipline techniques in order to minimize potential conflicts and confusion for the children.

## **9. HEALTH, SAFETY AND SECURITY**

- 9.1 The board of directors and all other preschool personnel shall demonstrate a commitment to the physical health and safety of the children in their charge.
- 9.2 Each adult is free of physical and psychological conditions that might adversely affect children's health. Pre-employment physical examinations and tuberculosis tests shall be on file (if required by the state).
- 9.3 Suspected incidents of child abuse and/or neglect are reported to the local agencies. Risk prevention policies are in place. All reported incidents are well documented and maintained in a confidential file.
- 9.4 The program has a written policy specifying limitations on attendance of sick children and staff the preschool provides an area where sick children are isolated while awaiting someone to take them home.
- 9.5 Staff are alert to the health of each child and medical incidents and problems are recorded and reported to staff and Parent/Guardians.
- 9.6 At least one staff member who is certified in CPR and First Aid is present at all times.
- 9.7 The preschool/center shall have a Crisis Management Plan, to include as a minimum: Evacuation Plans; Lock-Down Procedures; Natural Disaster Responses; Grief Counseling (death of a student/staff); Media Communications Policy; Emergency Contact Numbers; and an Uninhabitable Building Plan (i.e., secondary location).

## **10. FOOD SERVICE & FACILITIES**

- 10.1 The nutritional needs of children are met in a manner that promotes physical, social, emotional, and cognitive development.
- 10.2 Food Service furniture and utensils are suitable for each group of children.
- 10.3 Adult supervision is required: One adult sits with children at meals; Infants are held in an inclined position while bottle feeding.
- 10.4 The physical environment of the program provides sufficient lighting, good ventilation, comfortable temperature and appropriate administrative space.
- 10.5 Classrooms are suitable for the age and activities of the children in the program. Floor space meets or exceeds a minimum of thirty-five square feet (or state-mandated requirements) of usable space per child.

- 10.6 Classrooms are clean, well maintained, age appropriately furnished and arranged not only to stimulate learning by accommodating large and small groups of children but also to encourage exploration and experimentation.
- 10.7 Children are provided with individual spaces, such as cubbies, in which they can store their work and personal belongings.
- 10.8 Drinking water is adequately provided to the children as regulated by civil authorities.
- 10.9 Sinks and toilets are readily accessible to children. The number of sinks and toilets (child-sized ones are recommended) must be in compliance with civil authorities and adequate for the number of children in attendance and contain soap and paper towels accessible to the children.
- 10.10 The diapering area is in good repair and is sanitized after each use, and soiled diapers are stored in a sealed container. Gloves as well as running water and soap for hand washing are accessible and utilized by the staff during diapering.
- 10.11 Outdoor facilities shall be able to accommodate the children's various play activities; the outdoor physical environment includes seventy-five square feet (or state-mandated requirements) per child on the playground at any given time. Children are supervised at all times, maintaining appropriate child-adult ratios.
- 10.12 Playground equipment is varied and sufficient for the number of children on the playground at the same time. The playground is designed and equipped to provide optimal learning experiences for children.
- 10.13 The program provides adequate protection for the play area, including fencing and a balance of sun and shade.
- 10.14 Wood chips, sand, and other cushioning materials of recommended depths are used under equipment such as swings and climbing apparatus, as recommended by civil authorities or national playground safety standards.
- 10.15 Through routine inspections and resulting timely repairs, the outdoor play area is well maintained to prevent children from being injured by broken equipment, sharp edges, and rusty parts.
- 10.16 There is a process in place that ensures proper maintenance of the buildings, grounds, and equipment.

## **APPENDIX 1**

### **ASSOCIATION OF CHRISTIAN TEACHER AND SCHOOLS STATEMENT OF FAITH**

- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that for the salvation of lost and sinful people, regeneration by the Holy Spirit is absolutely essential.
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christ.

## **APPENDIX 2**

### **THE GENERAL COUNCIL OF THE ASSEMBLIES OF GOD STATEMENT OF FUNDAMENTAL TRUTHS**

These are nonnegotiable tenets of faith to which all Assemblies of God churches adhere. This list is derived from the official Statement of Fundamental Truths.

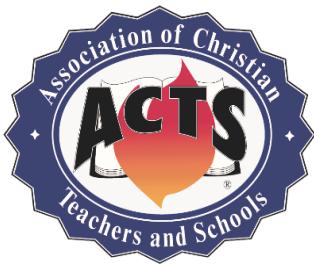
1. WE BELIEVE...The Scriptures are Inspired by God and declare His design and plan for mankind.
2. WE BELIEVE...There is only One True God—revealed in three persons...Father, Son, and Holy Spirit (commonly known as the Trinity).
3. WE BELIEVE...In the Deity of the Lord Jesus Christ. As God's son Jesus was both human and divine.
4. WE BELIEVE...though originally good, Man Willingly Fell to Sin—ushering evil and death, both physical and spiritual, into the world.
5. WE BELIEVE...Every Person Can Have Restored Fellowship with God Through 'Salvation' (trusting Christ, through faith and repentance, to be our personal Savior). [1 of 4 cardinal doctrines of the AG]
6. WE BELIEVE...and practice two ordinances—(1) Water Baptism by Immersion after repenting of one's sins and receiving Christ's gift of salvation, and (2) Holy Communion (the Lord's Supper) as a symbolic remembrance of Christ's suffering and death for our salvation.
7. WE BELIEVE...the Baptism in the Holy Spirit is a Special Experience Following Salvation that empowers believers for witnessing and effective service, just as it did in New Testament times. [1 of 4 cardinal doctrines of the AG]
8. WE BELIEVE... The Initial Physical Evidence of the Baptism in the Holy Spirit is 'Speaking in Tongues,' as experienced on the Day of Pentecost and referenced throughout Acts and the Epistles.

9. WE BELIEVE...Sanctification Initially Occurs at Salvation and is not only a declaration that a believer is holy, but also a progressive lifelong process of separating from evil as believers continually draw closer to God and become more Christ like.
10. WE BELIEVE...The Church has a Mission to seek and save all who are lost in sin. We believe 'the Church' is the Body of Christ and consists of the people who, throughout time, have accepted God's offer of redemption (regardless of religious denomination) through the sacrificial death of His son Jesus Christ.
11. WE BELIEVE...A Divinely Called and Scripturally Ordained Leadership Ministry Serves the Church. The Bible teaches that each of us under leadership must commit ourselves to reach others for Christ, to worship Him with other believers, to build up or edify the body of believers—the Church and to meet human need with ministries of love and compassion.
12. WE BELIEVE...Divine Healing of the Sick is a Privilege for Christians Today and is provided for in Christ's atonement (His sacrificial death on the cross for our sins). [1 of 4 cardinal doctrines of the AG]
13. WE BELIEVE...in The Blessed Hope—When Jesus Raptures His Church Prior to His Return to Earth (the second coming). At this future moment in time all believers who have died will rise from their graves and will meet the Lord in the air, and Christians who are alive will be caught up with them, to be with the Lord forever. [1 of 4 cardinal doctrines of the AG]
14. WE BELIEVE...in The Millennial Reign of Christ when Jesus returns with His saints at His second coming and begins His benevolent rule over earth for 1,000 years. This millennial reign will bring the salvation of national Israel and the establishment of universal peace.
15. WE BELIEVE...A Final Judgment Will Take Place for those who have rejected Christ. They will be judged for their sin and consigned to eternal punishment in a punishing lake of fire.
16. WE BELIEVE...and look forward to the perfect New Heavens and a New Earth that Christ is preparing for all people, of all time, who have accepted Him. We will live and dwell with Him there forever following His millennial reign on Earth. 'And so shall we forever be with the Lord!'

### **APPENDIX 3**

#### **CALVARY CHAPEL DISTINCTIVES**

- We believe that God calls us to His ministry. (Heb. 5:4)
- We believe that God has given each of us the responsibility of training up the youth of today. (Deut. 6:6-9)
- We believe that there is one head of the Church and our ministry, Jesus Christ. (Eph. 1:22)
- We believe that without the power of the Holy Spirit in us we can do nothing to glorify God. (Acts 1:8 & Zach. 4:6)
- We believe that love is the greatest gift that the Spirit can give us and only through God's love and grace to us can we succeed. (Heb. 13:9)
- We believe that the Holy Scriptures are the Word of God and that we are to study and follow them. (I Tim. 4:13)
- We believe that Jesus Christ is central to all that we do in our lives and ministry. (2 Cor. 4:5)
- We believe in the rapture of the Church who will again come in glory at Jesus' return. (Titus 2:13)
- We believe that this ministry was conceived by the Spirit of God and will only last if we follow Him and not our own desires (2 Cor. 3:5-6)
- We believe that without the love of God dwelling in us that we can do no good thing. (John 13:35)
- We believe that as followers of our Lord Jesus we should also strive to be the best that we can in the field of education and training. (2 Tim 2:15)
- We believe that God will bless this ministry if it is in His will and without His guidance and blessing it will cease to exist. (Heb. 11:6)



## APPENDIX 4

# Association of Christian Teachers and Schools

911 S. Parsons Ave. Ste. G, Brandon, FL 33511  
P: 813-684-2024 F: 813-684-2026

### Preschool/Early Childhood Education Accreditation Application

Please complete the form and mail to the ACTS office, along with \$650.00 accreditation fee.

Date:

Preschool Name:

Preschool Address:

City:

State:

Zip:

Phone:

Fax:

Email:

Preschool Website:

Person to serve as preschool contact for ACTS Accreditation:

Report compiled by:

Year Founded:

Total Enrollment:

### Enter Enrollment for Age/Grade Levels Seeking Accreditation

Age Level	Number Enrolled
Birth – 12 Months	
One Year Olds	
Two Year Olds	
Three Year Olds	
4 Year Olds	
4 Year Olds Enrolled in VPK Program	
Other (please describe)	

Sponsoring Church or Organization:

Pastor/Chairman of the Board:

Denomination:  Assemblies of God  Other

Is the preschool incorporated separately from the sponsor? Yes  No

Is the preschool a direct extension of a church and/or ministry? Yes  No

If the preschool is not incorporated separately or a direct extension of a church or ministry, how is the preschool organized?

Identify which curriculum/curricula is/are used in the preschool:

Christian  Secular  Combination Christian/Secular

Does the preschool have plans to change the curriculum in the next five years? Y  N

If yes, describe the changes to be made:

Is your preschool registered with the state? Y  N

Is your preschool accredited by another agency? Y  N

If yes, indicate which agency:

If your preschool is currently not accredited but is seeking accreditation with another agency, please indicate which one:

Accreditation to be completed by preschool year:

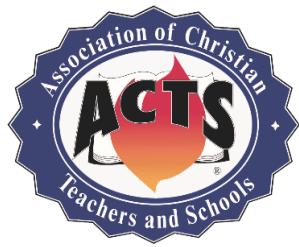
*By entering your name, you electronically acknowledge reading and understanding the above document, and I hereby certify that the information above is true and accurate.*

Signature:

Date:

Mail completed form and fee to: ACTS, 911 S. Parsons Ave. Ste. G, Brandon, FL 33511

## APPENDIX 5



# Association of Christian Teachers and Preschools

911S. Parsons Ave, Suite G, Brandon, FL 33511 | P: 813-684-2024 F: 813-684-2026

## Continuous Accreditation Report (CAR) PRESCHOOL FORM

Complete the following information for the last full preschool year. The preschool's administration should submit the CAR and include all forms and supporting documentation in digital format (CD or USB) along with the annual renewal fee of \$500. A Late Fee of \$150 will be assessed to any report not postmarked by Sept 15<sup>th</sup>. The ACTS Accreditation Commission will review the CAR to verify that the preschool continues to maintain accreditation standards. This commission makes its recommendations for continued accreditation to the Executive Board during its annual meeting.

<b>Academic Year:</b>					
<b>Preschool Name:</b>					
<b>Mailing Address:</b>					
<b>City:</b>	<b>State:</b>	<b>ZIP Code:</b>			
<b>Phone Number:</b>		<b>Fax Number:</b>			
<b>Administrator's Email Address: (Required)</b>					
<b>Preschool Website:</b>					
<b>Name of Administrator:</b>		<b>Name of Pastor:</b> (if applicable)			
<b>Initial Accreditation Awarded Date:</b>		<b>Most Recent Re-Evaluation Accreditation Awarded Date:</b>			
<b>Please Enter Number of Students per Grade</b>					
<b>Birth-12 Months</b>	<b>12-23 Months</b>	<b>2 Years</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Total</b>
<b>Staff:</b>	<b>Teaching Staff:</b>		<b>Other:</b>	<b>Teacher/Pupil Ratio:</b>	
Preschool improvements during the last year in program (addition/deletion of grades, curriculum change, etc.) Provide explanation on items requiring current validation forms. Failure to report a change can adversely affect the preschool's accreditation status.					
<b>No Change</b> <input type="checkbox"/> <b>Change</b> <input type="checkbox"/>					
Explanation:					
<b>Signature</b>					
By entering your name, you electronically acknowledge reading and understanding the above document, and I hereby certify that the information above is true and accurate.					
<b>Administrator's Signature:</b>					

**STANDARDS REQUIRING CURRENT VALIDATION**

Identify whether each of the following Standards remains the same or has changed since submitting the initial Accreditation Form or the last CAR. If a Standard indicator item has changed since the last report, attach an explanation of the change.

<b><u>STANDARD</u></b>	<b><u>REMAIN THE SAME</u></b>	<b><u>CHANGE SINCE LAST REPORT</u></b>
1. PHILOSOPHY AND OBJECTIVES	<input type="checkbox"/>	<input type="checkbox"/>
2. GOVERNANCE	<input type="checkbox"/>	<input type="checkbox"/>
3. CURRICULUM AND INSTRUCTION	<input type="checkbox"/>	<input type="checkbox"/>
4. PRESCHOOL STAFF	<input type="checkbox"/>	<input type="checkbox"/>
INSTRUCTIONAL STAFF	<input type="checkbox"/>	<input type="checkbox"/>
SUPPORT STAFF	<input type="checkbox"/>	<input type="checkbox"/>
ADMINISTRATIVE STAFF	<input type="checkbox"/>	<input type="checkbox"/>
EMPLOYMENT HANDBOOK	<input type="checkbox"/>	<input type="checkbox"/>
5. FINANCES	<input type="checkbox"/>	<input type="checkbox"/>
7. PRESCHOOL FACILITIES	<input type="checkbox"/>	<input type="checkbox"/>
6. ADMISSION PROCEDURES AND POLICIES	<input type="checkbox"/>	<input type="checkbox"/>
7. RECORDS	<input type="checkbox"/>	<input type="checkbox"/>
CHILDREN'S RECORDS		
OFFICE RECORDS	<input type="checkbox"/>	<input type="checkbox"/>
PERSONNEL RECORDS	<input type="checkbox"/>	<input type="checkbox"/>
8. FAMILY AND COMMUNITY	<input type="checkbox"/>	<input type="checkbox"/>
RELATIONS	<input type="checkbox"/>	<input type="checkbox"/>
PARENT/GUARDIAN HANDBOOK	<input type="checkbox"/>	<input type="checkbox"/>
9. HEALTH AND SAFETY	<input type="checkbox"/>	<input type="checkbox"/>
10. FOOD SERVICES & FACILITIES	<input type="checkbox"/>	<input type="checkbox"/>

**ITEMS FOR SUBMISSION WITH CAR:**

**When saving data to USB/Flash Drive, please name file to correspond with number (i.e. 1 – Budget):**

1. A copy of the current budget for the preschool academic year.
2. Evidence of an annual external audit for review.
3. Identification of all major fund-raising activities and what the funds were used for.
4. Current tuition fee for the preschool academic year.
5. Current Preschool academic calendar.
6. Evidence of ACTS being listed as “Additional Insured” on preschool’s Liability Insurance
7. A list identifying faculty and support staff changes during the last year and proof of request for ACTS Teacher Certification.
8. Identification of any new staff in-service/development activities implemented this preschool year.
9. Identification of any new resources used by your faculty that was implemented this preschool year.
10. Identification of each ACTS Regional and/or National (approved) conference your preschool attended (Must send a minimum of two representatives per preschool, per year).
11. A complete list of recommendations, along with action taken on each recommendation, from the preschool’s latest Visiting Team Report. (All recommendations must be addressed within the first three years of accreditation.)
12. A complete list of preschool’s trained accreditation team members. (Minimum of 2 Required)
13. State Departments of Education Required Additional Data:
  - a. Median Tuition for Students.
  - b. Percentage of Students receiving need –based financial aid **and** total dollar amount of that aid.
  - c. Mean Classroom Teacher Salary.
  - d. Total Number of Graduating Seniors from the most recent graduating class.
  - e. Number of students, per grade.
14. Preschool Improvement Plan – Provide a narrative of your Preschool Improvement Plan that includes the following details:
  - a. Timeline of progress/completion (month, year)
  - b. Responsible and involved person(s)
  - c. Resources used to complete the Recommendations/Preschool Improvement Plan
  - d. Means to monitor and report progress to all members
  - e. Develop strategies that provide for ongoing involvement of all stakeholders.
  - f. Develop ways to keep the entire preschool community informed about the progress being made.

**CAR is due by September 1<sup>st</sup>. Late Fees will be assessed after September 15<sup>th</sup>.**