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<b>Date Report Submitted (mm/dd/yyyy)</b>	<b>August 1, 2019</b>
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<b>Current Recognition Status</b>	<b>Recognized</b>
<b>Last Year Status Was Awarded</b>	<b>Choose Year</b>

<b>Accredited Schools 2 Years Ago</b>	<b>6</b>
<b>Accredited Schools 1 Year Ago</b>	<b>6</b>
<b>Accredited Schools Current School Year</b>	<b>6</b>
<b>Pre Accredited Schools 2 Years Ago</b>	<b>2</b>
<b>Pre Accredited Schools 1 Year Ago</b>	<b>2</b>
<b>Pre Accredited Schools Current School Year</b>	<b>0</b>
<b>Total in Accreditation Process 2 Years Ago</b>	<b>8</b>
<b>Total in Accreditation Process 1 Year Ago</b>	<b>8</b>
<b>Total in Accreditation Process Current School Year</b>	<b>6</b>
<b>Total Member Schools 2 Years Ago</b>	<b>9</b>
<b>Total Member Schools 1 Year Ago</b>	<b>9</b>
<b>Total Member Schools Current School Year</b>	<b>9</b>
<b>a. New Applications</b>	<b>0</b>
<b>b. School Site Visits (all purposes)</b>	<b>0</b>

c. Schools Awarded Full Accreditation Status (first-time)	0
d. Schools Denied Accreditation	0
e. Schools Placed on Exception, Warning, or Probation	0
f. Accreditation Re-Evaluations	0
g. Total Number of Students Enrolled (all schools in the accreditation process)	2235
h. Total Number of Teachers	159
i. Conferences/Workshops/Training Seminars	1
Describe	Annual conference at Community Christian School in Norman, OK in conjunction with ICAA-ORUEF
j. Other Accreditation Activities/Services	0
Describe_1	No other visits made to OK Schools in 18-19 SY
k. Total Number of High School Graduates	136
l. Total Number of School Employees (paid administrators, teachers, instructional staff)	238
m. Median Tuition	5314
n. Total Dollar Amount of Need-Based Financial Aid Distributed	648442
o. Total Dollar Amount of Employee Financial Aid (tuition remission)	1040000 approx
p. Percentage of Students Receiving Financial Aid	17
q.. Mean Full-Time K-12 Teacher Salaries	26872
1 Year Ago	
1 Year Ago_1	
1 Year Ago_2	
1 Year Ago_3	
2 Years Ago	
2 Years Ago	
2 Years Ago_1	

2 Years Ago\_2

Current School Year

Current School Year\_1

Current School Year\_2

Current School Year\_3

1. Purpose/objectives of the accrediting association

Remained the Same

1. Type of Changes

1. Upload File

[k12 accreditation program guide - v. july 2018.pdf](#)

2.. Location of Accreditation Association Headquarters

Remained the Same

2. Type of Changes

3. Accreditation and Pre-Accreditation Status Levels

Remained the Same

3. Type of Changes

4. Public Relations Flier and Key Publications

Remained the Same

4. Type of Changes

4. Upload File

[05\\_may19.pdf](#)

5. Articles of Incorporation, ByLaws

Remained the Same

5. Type of Changes

5. Upload File

[state\\_of\\_florida\\_articles\\_of\\_incorporation\\_documents.pdf](#)

6. Legal Governing Body

Remained the Same

6. Type of Changes

6. Upload File

7. Accreditation Procedures

Remained the Same

7. Type of Changes

7. Upload File

8. Application Form/Procedures

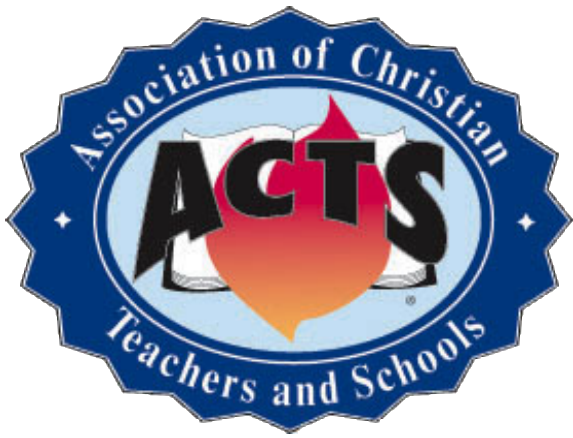
Remained the Same

8. Type of Changes

9. Nondiscriminatory Policies

Remained the Same

9. Type of Changes	
9. Upload File	
10. Strategic/Master Plan	Remained the Same
10. Type of Changes	
11. Accreditation Manual/Handbook	Remained the Same
11. Type of Changes	
11. Upload File	
12. Accreditation Fees and Charges	Remained the Same
12. Type of Changes	
13. Other Items Related to Standards or Substantive Change	Remained the Same
13. Type of Changes	
13. Upload File	
Upload File (A)	<a href="#">acts 2018-2019 school listing.xlsx</a>
Upload File (B)	<a href="#">acts board members 2019 opsac report.docx</a>
Upload File (D-1)	
Upload File (D-2)	
Upload File (D-3)	
Name	R. Jay Nelson



# Accreditation Program Guide

## Member K12 Christian Schools

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Brandon, FL 33511  
Phone (813) 684-2024  
Fax (813) 684-2026

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### 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 the Following Associations:

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

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)

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

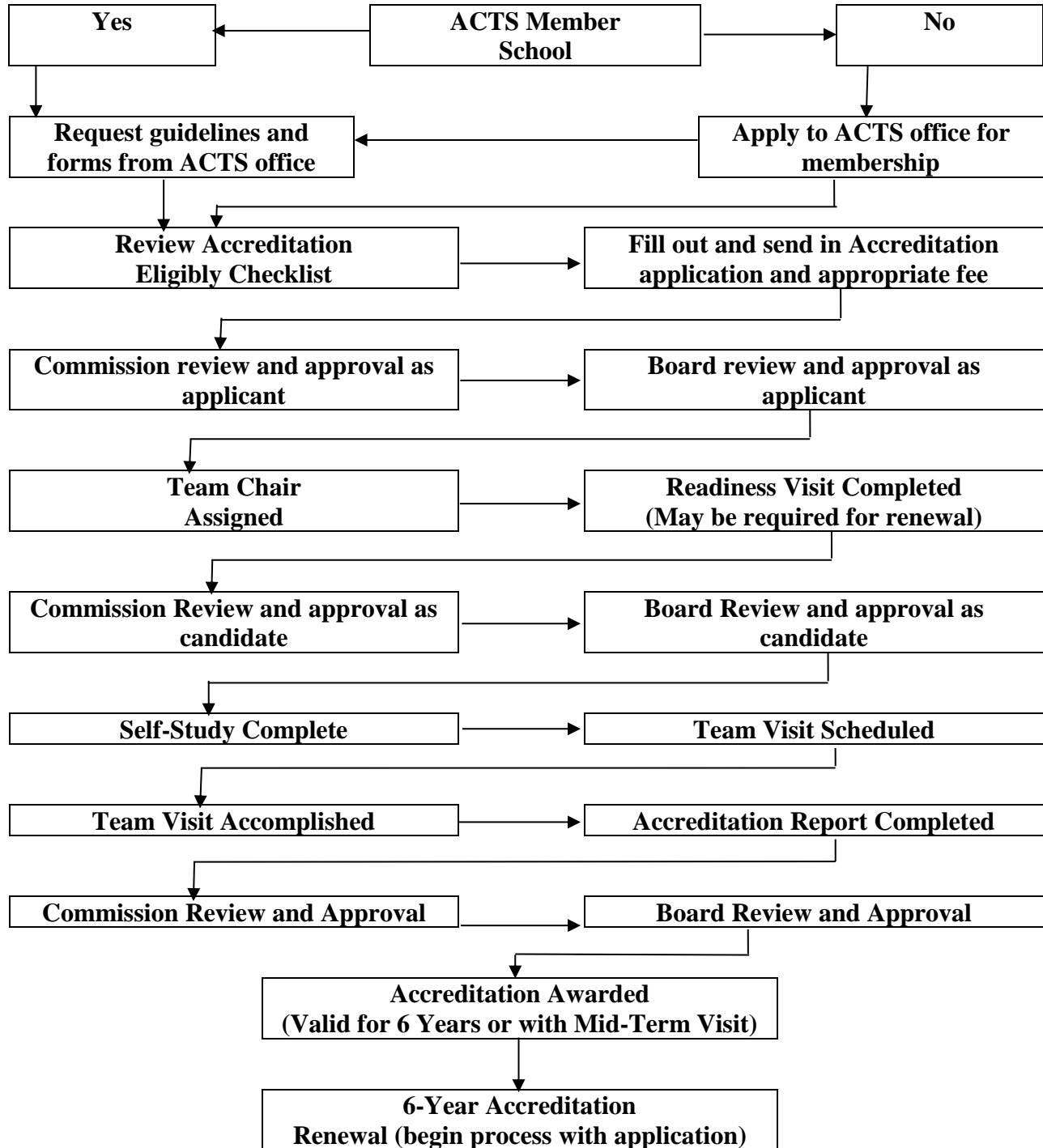
Oklahoma Private School Accreditation Commission  
2448 E. 81<sup>st</sup> St, Tulsa OK 74137  
(918) 493-8880, [www.opsac.org](http://www.opsac.org)

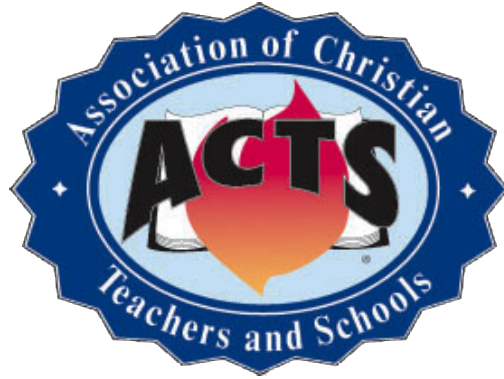
Texas Private School Accreditation Commission  
PO Box 13285, Austin TX 78711  
(512) 499-8377, [www.tepsac.com](http://www.tepsac.com)

Virginia Council for Private Education  
3126 W. Cary St, #612, Richmond VA 23221  
(804) 423-6435, [www.vcpe.org](http://www.vcpe.org)

Georgia Private School Accreditation Council  
P.O. Box 12000  
Calhoun, GA 30703-7001  
(706) 629-7951 [www.gapsac.org](http://www.gapsac.org)

## 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 schools 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 schools, 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 schools
- Relationship—developing and sustaining a partnership with Christian Schools 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 schools
- 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, or national or ethnic origin in the administration of its programs.



## ACCREDITATION PROGRAM

These guidelines are designed to guide member schools 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 school's commitment to its constituency and others that it is carrying out its Christian purpose.

This manual will help schools 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 schools. The Commission is the representative body charged with carrying out the accreditation process.

The Chairperson 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 Directives 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 schools to strive to be accredited. Only member schools may apply for accreditation. The initial process takes about one year. Accreditation is an ongoing process promoting excellence in Christian school education.

### PURPOSE

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

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

**Applicant Status:** A school 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 Commission. A school at this stage of accreditation may only refer to themselves as being an Applicant with ACTS.

**Candidacy Status:** Once a school's preliminary visit has been completed and the accompanying documentation have been received and accepted by the Commission, the school will be advanced to Candidacy status and assigned a chairperson as an advisor. After the school 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 Commission. The Commission then makes a status report to the Board. Accreditation may be granted by the Board for a maximum of six years. A school may refer to themselves as Accredited by ACTS upon receipt of the notice of approval by the Board.

**Revocation of Accreditation:** A school may be dropped from accreditation for failing to maintain compliance with the standards or for failing to file a Continuous Accreditation Report. A school must first be notified by the Executive Director, by certified mail, of the reasons for the pending revocation. A school so notified has the right to a hearing before the Board. The decision of the Board shall be final. The school will be notified of board action by certified mail. Upon receipt of said notification, the school must immediately stop referring to itself as an ACTS accredited school. (See page 10 for Appeal and Complaint Procedures.)

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

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

When a school seeking initial accreditation has its application processed and accepted by the Commission, a contact/chairperson is appointed to assist the school 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 schools seeking accreditation.

### **ACCREDITATION ELIGIBILITY CHECKLIST**

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

The school:

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 school 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 school 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. **School Plant and Facilities:** The plant and equipment shall be suited to the purpose and adequate for the total program of each school. Evidence of conformity to local codes for school building and health, safety, and sanitation must be present.
  - d. **Faculty and Administrative Staff:** The school professional staff must meet criteria established by the accrediting body that are suitable to the program and mission of the school. The criteria must address the requirements of degrees and ACTS certification.
  - e. **School Calendar and Class Hours:** The school year shall have a minimum of 180 actual school days or a minimum of 170 actual school days and the hourly equivalent of 180 actual school days determined as prescribed below: (If the state requires an actual number of attendance days, the school must meet state requirements. International schools must meet local/national government requirements.)
    - a. Kindergarten: 540 net instructional hours
    - b. Grades 1-3: 720 net instructional hours
    - c. Grades 4-12: 900 net instructional hours

- f. 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.
- g. Financial Records/Accounting: The financial resources and management of the school 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.
- h. Health and Safety: All schools 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 school buildings shall comply with local and state zoning, structural, and fire codes.
- i. Non-Discrimination Policies: All schools must issue statements of nondiscrimination (in writing) stating that they do not discriminate on the basis of race, color, national or ethnic origin.
- j. State Laws and Regulations: Accreditation standards require each school 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:** Schools 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 school.

5. Has been in operation a minimum of one year. A Visiting Team On-Site Visit may not be accomplished prior to a school 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. Offers Bible instruction at all grade levels.

8. Participates in normed standardized testing.

9. Has teaching faculty who demonstrate their professional expertise through one of the following criteria:

a. Has a baccalaureate degree from an accredited or recognized college and holds an ACTS teaching certificate or a provisional ACTS teaching certificate. **All ACTS teaching certificates must be issued prior to a Team Visit.**

b. Has a baccalaureate degree from an accredited or recognized college. The degree must be in the appropriate teaching area or a professional development plan must be on file showing current enrollment in an approved continuing education program leading toward specialization in the teaching area and ACTS professional certification.

c. Exceptions: Any exceptions must be presented in writing. Each region is unique and may have legitimate reasons for such exceptions. All written requests for exceptions, along with the Professional Development Plan, shall be forwarded to the Director of Accreditation.

**NOTE:** All school administrators are required to hold a bachelor's degree from a recognized college or university. The teaching faculty, full or part-time, must hold a bachelor's degree from a recognized college or university. An exception may be granted to a part-time teacher not teaching a core subject. However, this exception must be requested in writing to the ACTS Commission a minimum of 60 days prior to an accreditation team visit.

10. Must send a minimum of two representatives (Chief Administrator/Principal) to at least one ACTS conference each year.

11. Has a written School-Wide Improvement Plan containing goals, measurable objectives, a timeline for completion and stakeholders involved. The Plan must address the areas of: Curriculum & Instruction, School Staff, Facilities, Student Activities, Student Data Analysis, Directives from the previous Accreditation Report, and Self-identified areas of needed improvement. (Minimum six-year plan), which is approved by the governing board.

## **VISITING TEAM**

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

1. Communication with the school 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 school 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 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 school's self-study and to determine if it accurately reflects the school's programs and ministry. The Visiting Team serves a key role in the accreditation process and in the assessment and improvement of the school.

The objectives of the accreditation team visit include the following:

- a. Providing a final report for the ACTS Commission that addresses every aspect of a school's program, assuring that the school's self-study is objective and accurate and that it reflects the school strengths;
- b. Having a Visiting Team that brings objective expertise to the school to assist in conducting the verification. This provides insight that can lead to school improvement;
- c. Serving as a stimulus for reviewing and/or changing those areas of the school's operation that are not in compliance with ACTS Standards; and,
- d. Determining that the school has no violations of ACTS Standards.

## **VISITING TEAM CHAIRPERSON AND MEMBERS**

The chairperson shall have served on a previous Visiting Team on-site visit and have experience as a school administrator, principal, assistant principal, 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 Chairperson 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 school's administrator or principal 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 chairperson and at least one team member. Actual number of team members is determined by school enrollment. Additional team members may be added by the Director of Accreditation after consultation with the Executive Director, the Visiting Team chairperson, and other appropriate personnel, such as the school administrator or principal.

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 school 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 Chairperson 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/principal of the school 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/principal of the school.

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

All Visiting Team member expenses (lodging, meals, travel) incurred during the visit are to be borne by the school being visited. When possible, the school 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 school. All expenses should be indicated on the expense form. The expense form should be submitted directly to the administrator/principal of the school visited for reimbursement. The checks will be issued by the school upon completion of the visit.

### **TERM OF ACCREDITATION**

Initial and sixth-year re-evaluation accreditation is for a maximum term of six years. When a school 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 re-evaluation accreditation. (NOTE: Maximum term for schools in NM & VA is five years.)

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

All accredited schools 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 RE-EVALUATION ACCREDITATION**

A school planning to apply for sixth-year re-evaluation accreditation must complete the application for sixth year re-evaluation accreditation and a new 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 (See pages 7-9).

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

A school 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 school's most current self-study instrument along with the latest team visit report to a designated Team Chair for review.
5. The school 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 ACTS Commission and Board for accreditation confirmation.
7. All confirmed accreditation transfers will be valid for the school's current accreditation time frame.

## **INTERNATIONAL ACCREDITATION**

These guidelines are also designed to guide ACTS member schools located outside of the United States through the international accreditation process. To be considered an international school must meet the legal requirements of the jurisdiction and/or country in which they are located the same as other national/domestic schools.

The international accreditation process is designed to meet or exceed the minimum standards recognized for school accreditation. However, in some situations an international school may find that one or more standards are not possible because of objectives, structure, organizational limits from local government regulations, or programs of that particular school. While most of the standards are not negotiable and exceptions will not be granted often, in such situations the international school administration may appeal to the Commission requesting an exception.

Exceptions to multiple standards are not normally granted. For any exception to be considered, substantial and effective documentation must be submitted, proving that the exception is warranted and that the strengths of the entire school or any single part will not be undermined by granting an exception. No routine exceptions will be granted. All request for exceptions must follow the process describe below.

1. Exceptions to compliance with a standard, as much as is known and is practical, should be requested at the time of candidacy.
2. Any exception to the standards of accreditation must be presented in writing to the Commission a minimum of 60 days prior to an accreditation team visit for consideration.
3. The Commission, with consent of the Executive Director, will notify the head of the school of its final decision on all requests for exceptions.

## **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, school, as well as members of the ACTS Commission.

The accreditation program process is designed to go forward only when a school meets the requirements for accreditation. It continues based on the school's annual report being submitted by September 1st each year and reviewed by the ACTS Commission. Schools 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 school. The school must respond by the next regular or special called board meeting.

A school's accreditation may be withdrawn only by action of the ACTS Commission. This action includes the process of a representative of the Commission visiting the school and submitting a review/report concerning the recurring and not corrected violations by the school. 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 ACTS 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 school's accreditation status or complaint may be made to the Board at the next scheduled meeting after the decision was made. A school 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 school 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 Commission.

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

In submitting this application to the ACTS office, you are asserting that you are a member in good standing and 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 Re-Accreditation form with attachments to:

ACTS Director of Accreditation, 911 S. Parsons Ave., Suite G, Brandon, FL 33511

This application must be accompanied by:

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 school board minutes which approves of the school seeking accreditation with ACTS (Initial accreditation only).
3. A written statement indicating that the school is responsible for the Visiting Team's expenses during the on-site visit.
4. An understanding that the school 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 school wide learner outcomes [i.e., what each student should know, understand and be able to do upon exit (graduation) from the school or by the time the student completes the planned program].

### **Focus on Learning and School Change**

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

- The clarification of the school's purpose and school wide learner outcomes for all students.
- The involvement of the school 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 School-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 school improvement that address accreditation's central tenet: a school 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 schools. Since most formal education occurs in an institutional setting, factors that impact institutional effectiveness were considered along with curriculum, instructional strategies and assessment.

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

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

## Importance of Evidence

Translating the school's purpose into school-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 school to take an honest look at what is and isn't working based upon the standards and the school-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, school-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 school clarifies or redefines its school-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 School-wide Improvement Plan. The completed school report is sent to the Visiting committee members for careful study at least a minimum of 30 days prior to their visit. Using the results of the visit, the school modifies and implements its Improvement Plan in this ongoing cycle of improvement.

### ACTS Six-Year Cycle for Schools:

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

## ACTS Expectations for Analysis in the Self-Study

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

1. The involvement and collaboration of stakeholders in the self-study.
2. The clarification of the school's purpose and the school-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 school wide learner outcomes.
4. The development of a School-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 School-Wide Improvement Plan.

## ACTS Self-Study Process

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

## The Site Visit

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



The Visiting Team gives insight to the school through dialogue with the School-Wide Focus Groups and the Stakeholder/Program Committees about the self-study findings and by its own gathering of evidence and analysis of student work. In collaboration the Visiting Team and the Leadership Team/School-wide Focus Groups compare findings. The resulting discussion and written results assist the school in refining the School-Wide Improvement Plan with respect to the standards and the school-wide learner outcomes.

### **Accreditation Term Factors**

The ACTS 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 school 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 school annually refines and implements the School-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 school-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 and documents progress on the Continuous Accreditation Report.

## **SCHOOL ACTIONS**

### **TIMELINE**

The school'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 Committee to study the school report.

### **SELF-STUDY COMMITTEES**

A typical committee structure includes three types: 1) subject area/stakeholders groups; 2) interdisciplinary **Focus Groups** or school-wide groups; and 3) the **Leadership Team**. Each level of responsibility serves a different function. The **Leadership Team** coordinates the entire process and synthesizes findings into a workable school wide Improvement plan.

### **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)**

## K12 SELF-STUDY PROCESS AND REPORT: TASKS AND ACTS STANDARDS

### Task 1: School History and Demographic Study

#### A. Brief History of the School:

- Describe the formation of the school, its mission and purpose, and those who were involved in its establishment.
- Answer the following questions.
  - What does your general population consist of?
  - What is the economic status of your community?
  - What is the ethnic breakdown of your community?
  - What other educational opportunities are in your community?
  - What are the major issues unique to your area?

#### B. Student Indicators:

- *Provide the data; comment on the findings, noting any trends or patterns.*
  - Show the enrollment patterns by grade.
  - What are your student retention rates by year and grade?
  - What is the ethnic makeup of your school?
  - What is the gender mix of your school?
  - What percentage of your students participates in extra-curricular and co-curricular activities?

#### C. Student Follow-up Data (If applicable):

- *Provide the data; comment on the findings, noting any trends or patterns.*
  - What percent of graduates attended college (2-year and 4-year)?
  - List colleges attended for the past three years.
  - What percent of graduates entered the military?

### Task 2: Using the ACTS Standards, analyze the quality of the school program and operations, synthesize and summarize findings, and determine school strengths and growth areas

#### Standard 1: Philosophy and Objectives

- 1.1 Shall be in agreement with an approved ACTS Statement of Faith.
- 1.2 Shall be sensitive to the needs of the pupils, both spiritually and academically.
- 1.3 Shall be in written form and approved by the school's governing body.
- 1.4 Shall be stated in school literature informing staff, parents, pupils, and prospective families of the school's philosophy.
- 1.5 Shall be used to guide the academic program and overall development of the school and shall be consistent with sound educational practices.

#### Standard 2: Governance

- 2.1 Shall be spiritual leaders.
- 2.2 Shall govern the school in accordance with the stated philosophy.
- 2.3 Shall be responsible for the formulation of policy and the maintenance of a school policy manual which must include nondiscriminatory policy and practices in admissions, employment and all other aspects of school 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 school.
- 2.5 Shall provide adequate salary and benefits for the staff and faculty. (As stated in salary scale.)

- 2.6 Shall develop and document a School Improvement Plan containing goals, measurable objectives, and a timeline for improving the school that addresses the areas of Curriculum & Instruction, School Staff, Facilities, Student Activities, Student Data Analysis, Directives from the previous site visit and other self-identified areas of needed improvement. (minimum six-year plan).
- 2.7 Shall ensure all required governmental regulations are met (Incorporation, Fire, Health, Food Services, etc.).
- 2.8 Shall list ACTS as an “Additional Insured” on school’s liability policy.
- 2.9 Shall be responsible for the selection and evaluation of the school administration.

**Standard 3: Curriculum and Instruction**

- 3.1. Shall be consistent with the school’s philosophy.
- 3.2. Shall incorporate a biblical worldview into each subject area.
- 3.3. Shall provide appropriate learning experiences that address student needs as determined by a formal assessment program that includes but is not limited to normed Standardized testing.
- 3.4. Shall engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- 3.5. Shall provide and coordinate learning support services to meet the unique learning needs of students.
- 3.6. Shall provide curriculum guides detailing scope and sequence for the instructional program at each grade level.
- 3.7. Shall provide appropriate curriculum materials for the student population.
- 3.8. Shall be formally and systematically evaluated by the school and revised as needed.
- 3.9. Shall develop and maintain a systematic process for reporting student achievement.
- 3.10. Shall provide adequate information to students and parents about the grading and assessment policies of the school.
- 3.11. Shall be designed in the best interests of the students and shall have a minimum of 180 actual days or a minimum of 170 actual school days and the hourly equivalent of 180 actual school days: Kindergarten - 540 net instructional hours; Grades 1-3 - 720 net instructional hours; Grades 4-12 - 900 net instructional hours (NOTE: If the state requires an actual number of attendance days, the school must meet state requirements.)
- 3.12. Shall provide for appropriate teacher planning and preparation time.
- 3.13. Shall provide curriculum including subjects which constitute a well-balanced educational program and meet or exceed required government graduation requirements.
- 3.14. Shall teach Bible as an academic subject at every grade level with a minimum of three hours of instructional time per week.
- 3.15. Shall provide a library/media and technology center with current, adequate reference, print, non-print materials, books, and technology for the needs of students.
- 3.16. Shall properly catalogue all library/media resources.
- 3.17. Media/Technology used shall implement the school’s instructional process in support of student learning.

#### **Standard 4: School Staff**

- 4.1. All members of the school staff shall be Christian and shall exhibit Christian character in all areas of life.
- 4.2. All school personnel (full/part time staff or any volunteers) are required to undergo a background check prior to their employment or being given access to students.
- 4.3. Shall hold a bachelor's degree and ACTS teaching certificate (core subject instructors). Additionally, all staff shall be qualified for whatever assignment given by the governing board.
- 4.4. Deal professionally with students, parents, staff, and administration.
- 4.5. Be sufficient in number to assure a faculty-pupil ratio that is appropriate to the type of curriculum used:
- 4.6. The support staff shall be sufficient in number as to provide adequate clerical assistance to the school.
- 4.7. The school shall provide a custodial staff sufficient to maintain a clean and safe environment.
- 4.8. The school shall provide in any other service area(s) (i.e. student health services, guidance services, food services, transportation services, etc.) adequate and competent staffing or an auxiliary plan or system that meets state and local regulatory requirements.
- 4.9. The school's governing body shall appoint a full-time person as the chief administrator and who shall be on the full-time school staff and functioning in that capacity.
- 4.10. All administrative staff shall hold a bachelor's degree, an ACTS administrator certificate, and be qualified for whatever assignment given by the governing body.
- 4.11. All administrative staff shall deal professionally with students, parents, staff, and administration.
- 4.12. The chief administrator and principals of each school shall attend an ACTS conference on an annual basis.
- 4.13. The school shall establish a formal and systematic process of faculty/staff evaluation which shall be conducted on a periodic basis.
- 4.14. The school shall provide for a formal systematic process of annual staff development (continuing education units through conferences, webinars, continuing college coursework, etc.) and provide evidence/documentation of participation of school administration, faculty and staff.
- 4.15. Staff mentoring and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 4.16. The school staff engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.
- 4.17. The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

#### **Standard 5: Finances**

- 5.1 Shall provide evidence of an annual external audit or review, sound, professional, ethical, and legal practices in all financial operations. (Note: External is defined as an accounting practice/firm that has no affiliation with the school, it's employees or students)
- 5.2 Shall present evidence of adequate and identifiable financial resources and records to operate the school'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.

### **Standard 6: School Facilities**

- 6.1 Shall be adequate in size, furniture, and equipment for the type of school program offered and for the size of the enrollment.
- 6.2 Shall be clean and meet all pertinent building other legal requirements.
- 6.3 Shall have clean, sanitary and regularly inspected kitchen and dining areas and comply with all legal requirements, (if food service is offered).

### **Standard 7: Admission Procedures and Policies**

- 7.1 Shall be clearly written in the student handbook.
- 7.2 Shall be formulated by the governing body.
- 7.3 Shall be written in such a manner as to admit only those for whom the program is designed.
- 7.4 Shall contain a published policy of non-discrimination and demonstrate consistent adherence.
- 7.5 Shall address financial and other contractual arrangements between the school and parents/students.

### **Standard 8: Records**

- 8.1 Records shall be kept in a safe, secure, and professional manner (fireproof or electronically current, retrievable dual backed format).
- 8.2 Student records shall be kept on each student enrolled in the school, in a professional manner.
- 8.3 Student records shall be updated on a regular basis.
- 8.4 Student records shall include academic, health, discipline and other pertinent information.
- 8.5 The school shall make provision for the permanent maintenance of all student and faculty records, which includes a policy for the permanent retrieval and storage in the event of school closure.
- 8.6 Access to student records shall follow the provisions of all local, state, and federal regulations relating to an individual's right to privacy.
- 8.7 Personnel records for faculty and administration shall be kept in a professional manner and include transcripts, contracts, tax records, form I-9, evaluations and professional licensure (ACTS certification).

### **Standard 9: Student Activities**

- 9.1 Shall be consistent with the school's philosophy and objectives.
- 9.2 Shall be controlled by the school administration.
- 9.3 Shall be staffed by personnel carefully selected on the basis of applicable background and training.
- 9.4 Shall be adequate in nature and type for the size of the school's enrollment and grade level.

### **Standard 10: Publications**

- 10.1 Shall contain a statement of non-discrimination.
- 10.2 Shall be true, accurate, and reflect ethical guidelines.
- 10.3 The school shall have a student handbook that informs students and parents of the school's philosophy, programs and support services such as attendance policies, guidance services, health services, transportation, food services, dress code, rules and regulations, discipline procedures, a policy statement of due process and grievance procedures, graduation requirements, grading scales and assessment policies.
- 10.4 The school shall publish a faculty and personnel handbook which shall include the following: philosophy of the school, dress code, rules and regulations, discipline procedures, grading, and personnel evaluation policies, and a policy statement of due process and grievance procedures.

### **Standard 11: Student Data Analysis**

- 11.1 See to the continuous collection, analysis and application of learning goals from a range of data sources, including comparison and trend data concerning student learning, instruction, program evaluation, and organizational conditions.
- 11.2 Shall facilitate annual training in best practices of evaluation, interpretation, and use of data.
- 11.3 Engages in creating and implementing measurable and verifiable student learning goals based on multiple data points, which include but are not limited to Standardized/norm referenced testing, formal and informal assessments.
- 11.4 Shall regularly monitor and communicate comprehensive information and analysis of student learning goals, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

### **Standard 12: Health, Safety, and Security**

- 12.1 The school shall be safe and are in current compliance with all federal, state and local required inspections (i.e. Fire, Sprinkler, Extinguisher, Health, Food Service, Sprinkler, Blood-borne Pathogen training, etc.).
- 12.2 The school shall have policies that insure the security of the students and staff (i.e. secured facilities, access to students, release of students, and mandatory reporting procedures for suspected child abuse according to state law.)
- 12.3 The school shall have a Crisis Management Plan, to include as a minimum: Evacuation Plans; Lock-Down Procedures; Active Shooter Procedures, Natural disaster Responses; Grief Counseling (death of student/staff); Media Communications Policy; Emergency Contact Numbers; and an Uninhabitable Building Plan (i.e., secondary location to conduct school following loss of the use of school building).
- 12.4 The school shall conduct drills in accordance with federal, state, and local regulations (fire, lockdown, active shooter, tornado, etc.).
- 12.5 The school shall provide consistent supervision of all students during the school day and all related activities. (including drop-off and pick-up, before and after school extracurricular activities/athletics).
- 12.6 The school shall have policies, procedures and regulations, in accordance with federal, state, and local laws, designed to safeguard students while being transported in school/church owned vehicles (or private vehicles being used for school trips).

## 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

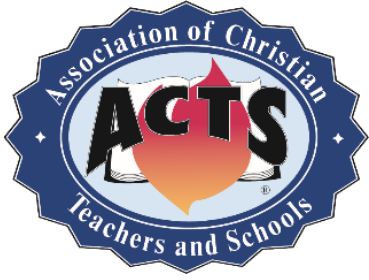
**Association of Christian Teachers and Schools**  
 911 S. Parsons Ave. Ste. G, Brandon, FL 33511  
 P: 813-684-2024 F: 813-684-2026

**K-12 Accreditation Application**

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

<b>Date:</b>		
<b>School Name:</b>		
<b>School Address:</b>		
<b>City:</b>	<b>State:</b>	<b>Zip:</b>
<b>Phone:</b>	<b>Fax:</b>	
<b>Email:</b>		
<b>School Website:</b>		
<b>Person to serve as school contact for ACTS Accreditation:</b>		
<b>Report compiled by:</b>		
<b>Year Founded:</b>		
<b>Enter Enrollment for Grade Levels Seeking Accreditation</b>		
<u>Grade Level</u>	<u>Number Enrolled</u>	
Kindergarten (K5)		
Grades 1-5		
Grades 6-8		
Grades 9-12		
Other (please describe)		
<b>Total Enrollment:</b>		
<b>Sponsoring Church or Organization:</b>		
<b>Pastor/Chairman of the Board:</b>		
<b>Denomination:</b>	Assemblies of God <input type="checkbox"/>	Other <input type="checkbox"/>
Is the school incorporated separately from the sponsor? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Is the school a direct extension of a church and/or ministry? Yes <input type="checkbox"/> No <input type="checkbox"/>		
If the school is not incorporated separately or a direct extension of a church or ministry, how is the school organized?		
<b>Identify which curriculum/curricula is/are used in the school:</b>		
<input type="checkbox"/> Christian	<input type="checkbox"/> Secular	<input type="checkbox"/> Combination Christian/Secular
Does the school have plans to change the curriculum in the next five years? Y <input type="checkbox"/> N <input type="checkbox"/>		
If yes, describe the changes to be made:		
Is your school registered with the state? Y <input type="checkbox"/> N <input type="checkbox"/>		
Is your school accredited by another agency? Y <input type="checkbox"/> N <input type="checkbox"/>		
If yes, indicate which agency:		
If your school is currently not accredited but is seeking accreditation with another agency, please indicate which one:		
<b>Accreditation to be completed by school year:</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>Signature:</b> <b>Date:</b>

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



## Appendix 5

**Association of Christian Teachers and Schools**  
911 S. Parsons Ave., Suite G  
Brandon, FL 33511

### Continuous Accreditation Report

Complete the following information for the last full school year. The school's administration should submit the CAR and include all forms and supporting documentation in digital format (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 information to verify the school's continued compliance with accreditation standards.

School Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Phone: _____
Website: _____
Administrator: _____
Administrator Email: _____
Sponsoring Church (if applicable): _____
Pastor: _____
Initial Accreditation Award Date: _____
Most Recent Accreditation Award Date: _____
Co-Accreditations: _____

**Major Changes:** Please list all major changes that have been made to the school's overall program OR will be made this school year (i.e. new facilities, change in administration, new curriculum, addition/deletion of grade levels, activities, etc.):

**Document List to be included on USB:**

- CAR Data Collection Excel Spreadsheet (Available for download from our website)
- Copy of the school's Current SY operating budget
- Evidence of the annual external audit or review for previous SY.
- Evidence of ACTS being listed as "Additional Insured" on School's Liability Insurance
- School Wide Improvement Plan (according to Accreditation Standard 2.6)

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

Administrator Signature: \_\_\_\_\_

**Association of Christian Teachers and Schools**  
**911 S Parsons Ave Suite G, Brandon, FL 33511**  
**813 684-2024**

[www.actsschools.org](http://www.actsschools.org)

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**Steve Lindquist, [slindquist@actsschools.org](mailto:slindquist@actsschools.org)**

<b>Accredited Schools in Oklahoma</b>	<b>Address</b>	<b>City</b>	<b>State</b>	<b>Zip</b>	<b>Phone</b>	<b>Grades</b>	<b>Email Address</b>	<b>Head of School</b>
Community Christian School	3002 Broce Dr	Norman	OK	73072	405-329-2500	Pk12	<a href="mailto:bohsfeldt@gmail.com">bohsfeldt@gmail.com</a>	Barbara Ohsfeldt
Destiny Christian School	PO Box 15300	Del City	OK	73155	405-677-6000	Pk12	<a href="mailto:jim.howard@destinywildcats.com">jim.howard@destinywildcats.com</a>	Jim Howard
James Caraway Christian Academy	730 CR 1330	Chickasha	OK	73018	405-892-9039	Pk12	<a href="mailto:tracycaraway7@gmail.com">tracycaraway7@gmail.com</a>	Tracy Caraway
Lakewood Christian School	840 S. George Nigh Expwy	McAlester	OK	74501	918-426-2000	Pk12	<a href="mailto:ashaw@lcsliions.gaggle.net">ashaw@lcsliions.gaggle.net</a>	Amy Shaw
Lawton Christian School	1 NW Crusader Dr	Lawton	OK	73505	580 536-6885	Pk12	<a href="mailto:prhea@lcsrusaders.com">prhea@lcsrusaders.com</a>	Patti Rhea
Summit Christian Academy	200 E Broadway	Broken Arrow	OK	74012	918-251-1997	Pk12	<a href="mailto:dgiddens@sca-eagles.com">dgiddens@sca-eagles.com</a>	Dan Giddens

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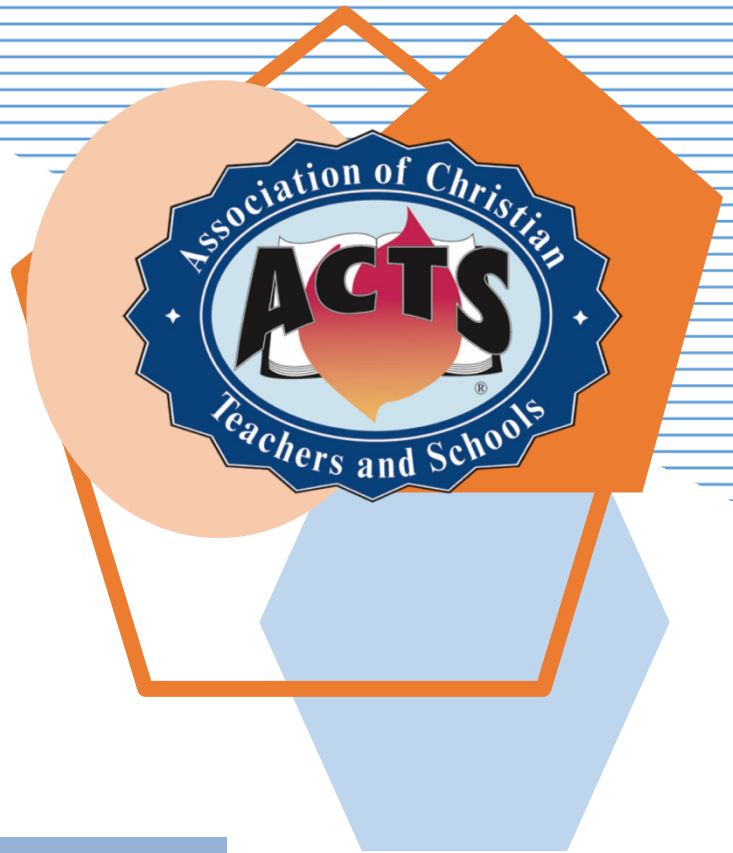
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See Info Above

# May 2019

## Perspectives



Secular Education Will Always Produce  
Artificial Intelligence

Glen Schultz, Kingdom Education

In 1897, Robert Dabney published a series of works titled, *Discussions*. Volume IV of this series was simply called, *Secular*. His focus in this volume was on the consequences that would result if the state or the government became the educators of the children and youth of the country. He warned,

***If the State in America becomes the educator, education must be secularized totally.***

It is important to remember that the term “secular” means *non-religious* or *non-theistic*. When applying this definition to what Dabney said would happen, it would read as follows.

***If the State in America becomes the educator, education must be non-religious or non-theistic totally.***

*Continued on page 2.*

### Fun Dates in May!

May 10 – Clean Your  
Room Day

May 17 –  
Pizza Party Day

May 27 –  
Sunscreen Day

Florida Membership Past Due!  
(May 1st)

National Billing Due September 1st

CAR Due July 1st

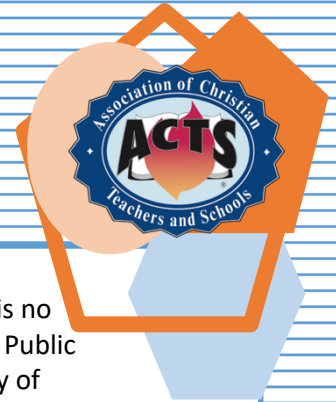
911 S. Parsons Ave. Suite G Brandon, FL 33511  
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## Secular Education Will Always Produce Artificial Intelligence

In other words, God would be completely removed from the educational process. There is no doubt about the fact that secular education is the dominant education in America today. Public education is definitely secular and most private schools operate from a secular philosophy of education. Unfortunately, a growing number of “Christian” schools and homeschools have also become secular. God may be mentioned in chapels and Bible classes but most of the academic instruction is taught in a *non-religious* way.

The greatest danger that manifests itself when education becomes secular is that a shift of authority takes place. Authority shifts from God to man. Man becomes the center of everything including the determination of truth. This will always result in children growing up and going out into life with an artificial intelligence. They may think that they are wise but they don't have any knowledge of *the truth!*

***...always learning and never able to come to the knowledge of the truth.*** 2 Timothy 3:7 (NKJV)

There are three words that play intricate roles in the educational process. These three words are closely related to each other. However, they are also different in many ways from each other. These three words are knowledge, understanding and wisdom.

Recently, I came across an interesting table that was developed by the Institute for Faith, Work & Economics. The table explained the differences between knowledge, understanding and wisdom. The chart below has been modified slightly but I believe it will help us understand why

KNOWLEDGE	UNDERSTANDING	WISDOM
Facts	Meaning	Application
Information	Principles	Worldview
Memory	Reason	Action
Scholars	Teachers	Disciples

secular education will always produce artificial intelligence. As I studied this chart, I saw a progression that will always take place in education. Students will be presented with basic knowledge. As the student matures, he/she should gain understanding of the knowledge he/she has received. Eventually the student will act on his/her knowledge and understanding.

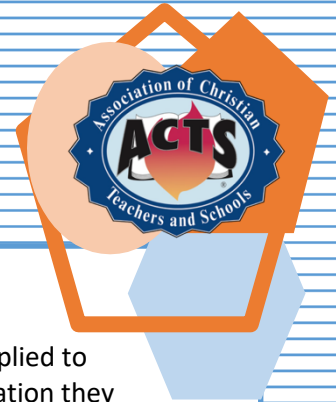
If a school only focuses on “academic excellence”, it may produce good scholars, but students will go out into life with very little understanding and, therefore, they will lack wisdom. This is definitely a danger that must be avoided but it is not the greatest danger facing the next generation.

What we too often fail to realize is that there is an educational philosophy that is behind the entire process of education. It will either be a secular philosophy of education or a biblical philosophy. A secular philosophy of education by its very nature will be man-centered. In contrast, a biblical philosophy of education will be God-centered. When you apply this to chart above one can see why the world is in the terrible condition that it is in today.

Both a secular and biblical education will, most likely, teach knowledge in a very similar way. However, when students move from knowledge to understanding, one can see a distinct difference in the two types of education.

*Continued on page 3.*

## Secular Education Will Always Produce Artificial Intelligence



In secular education, man is the authority that brings meaning to the facts. Since secular education must be *non-religious*, there can be no spiritual meaning presented or even implied to any knowledge. Therefore, students will develop man-centered principles for the information they receive which will lead them to reason all of life through a secular worldview. As adults, they will teach these principles to the next generation.

As they apply their knowledge and understanding to all aspects of life, their actions will be based on a humanistic understanding of knowledge. The resulting wisdom will be the wisdom of the world as described in James 3:14-17. They will be disciples. However, they will not be disciples of Jesus Christ but of the culture!

We can clearly see this progression taking place in society today. We are producing scholars that know a lot of facts. These scholars understand the knowledge that they have obtained by means of a secular education and promote or teach those principles to others. As they apply everything they have learned through a secular education, they develop a man-centered worldview become disciples of the culture. All of their actions and attitudes are determined by a secular worldview and are in line with the culture. They have merely obtained an *artificial intelligence!*

It is imperative that Christians provide their children and youth with an education that is grounded on a biblical philosophy of education. This must take place in the home, church and school. Our children must be taught knowledge with the *fear of the Lord* as its foundation. This will lead them to grasping true understanding of the facts they learn.

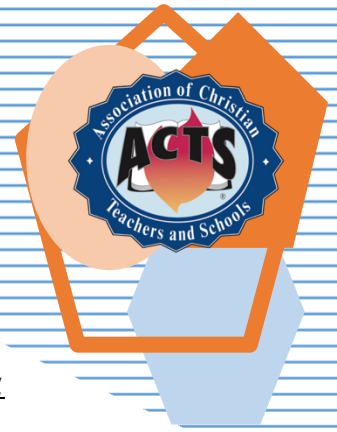
The understanding that they develop through their education must be shaped by biblical principles that will give true meaning to the knowledge they receive. This, in turn, will cause them to develop a biblical understanding of knowledge that will shape their reasoning in every area of life. With understanding, they will teach these biblical principles to the next generation.

Finally, Christians must make sure that their children and youth not only know and understand facts but also are able to how to apply what they have learned — all from a biblical worldview framework. This will lead them to acquire true wisdom from above.

***But the wisdom that is from above is first pure, then peaceable, gentle, willing to yield, full of mercy and good fruits, without partiality and without hypocrisy.*** James 3:17 (NKJV)

When this happens, the next generation will not go out into life as disciples of the culture but as disciples of Jesus Christ. When this is the result of our children's education, they will do what our generation hasn't done.

***They will turn the world upside down for the glory of God!***



## Recycled Parts

Awaken, Priscilla Shirer

*Do not go on presenting the members of your body to sin as instruments of unrighteousness; but present yourselves to God as those alive from the dead.*  
*Romans 6:13*

Growing up, I received more discipline from my parents than all three of my other siblings combined. I recall more than once coming home with a letter from my teacher explaining why I'd been sent to the principal's office. My parents would typically take me back to a bedroom down the hall from where all the other bedrooms were located, where we would, um . . . talk about it. (Ahem.)

If there was a theme to my troublemaking, it generally involved something to do with "that mouth," as my mother sometimes called it. "That mouth," from all disciplinary indications, seemed destined to cause me a lifetime of trouble if I didn't get it under control.

Or at least take it in a different direction.

My parents were patient and discerning. They were the first to see the potential in this "problem." They planted the idea in my head that my aptitude for talking could actually be a benefit to me, even to others. They encouraged me to read to our family some of the poetry and monologues I'd been writing. Over time, through opportunities like teaching a children's Sunday school class, giving presentations behind the microphone at church, and studying communications as a college student, God repurposed a potential negative into something that actually had a useful place in His kingdom. I suppose He knew what He was doing all along when He created me with this talkative temperament.

And I'm not the first to discover this transformation.

When Saul from Tarsus was surprised with a sudden lightning flash along a roadside and transformed into the most prolific Christian missionary of all time, it was not by chance. God chose a man "of the nation of Israel, of the tribe of Benjamin, a Hebrew of Hebrews; as to the Law, a Pharisee; as to zeal, a persecutor of the church" (Philippians 3:5-6), someone whose past ideally prepared him to understand what God's Word had been saying about Jesus all these years, and who understood the power of the church so keenly that he'd done everything he could do to stamp it out.

The selection of Paul as His most out-front ambassador to the first-century world was not an accident. Those qualities that had turned him so ferociously against the Way would become the same powder keg that God would light on fire in championing the gospel against savage opposition. Paul would need every ounce of that tenacity to fulfill his purpose. The tools that made him dangerous became the trademarks of his destiny.

This is God's way – turning negatives into positives. Reshaping and molding temperaments and propensities by His Spirit till they are suitable for kingdom purpose. Start seeing your child or spouse or friend (or student, parent, or teacher) through that light. Then see yourself through that lens as well. The parts that get you into the most trouble, if recycled for God's glory, might just turn a world upside down.

You – all of who *you* are – is capable of achieving some astounding and God-glorifying triumphs. Submit it all to Him – the good and the bad – and watch Him use it in ways you could have never imagined.

## SCHOOLS TO PRAY FOR THIS MONTH

Safe Haven Christian Academy  
Prichard, AL

Torrington Christian Academy  
Torrington, CT

Calvary City Christian Academy  
Orlando, FL

South Baldwin Christian Academy  
Gulf Shores, AL

Wings of Faith Academy  
Stockton, MO

Community Christian School  
Norman, OK

Life Center Academy  
Burlington, NJ

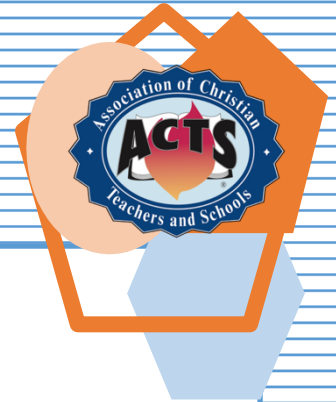
Shepherd's Christian Academy  
Philadelphia, PA

Masterpiece Bilingual Academy  
Corpus Christi, TX

Angeldeer Learning Center  
Manakin Sabot, VA



*ACTS Christian Honor Society  
Newest Members*



**Cedar Park Christian Schools , Lynnwood, WA**

Jana Alharbi, 6<sup>th</sup> grade  
Gabi Dinges, 6<sup>th</sup> grade  
Wesley Marshall, 6<sup>th</sup> grade  
Jonathan Schaueremann, 6<sup>th</sup> grade  
Vieraliz Jimenez, 6<sup>th</sup> grade

Ellie Bear, 6<sup>th</sup> grade  
Olivia Hunt, 6<sup>th</sup> grade  
Kero Mikhail, 6<sup>th</sup> grade  
Arnie Singh, 6<sup>th</sup> grade

Micah Cueto, 6<sup>th</sup> grade  
Nicholas Manz, 6<sup>th</sup> grade  
Yoni Mulugeta, 6<sup>th</sup> grade  
Mackenzie Trent, 6<sup>th</sup> grade

**CHES Christian School, Centerville, OH**

Logan Nigro, 7<sup>th</sup> grade

Daniel Taylor, 12<sup>th</sup> grade

**Grace Temple Christian Academy, Corpus Christi, TX**

Ciara Faith Luna, 12<sup>th</sup> grade  
Nadia Rodriguez, 11<sup>th</sup> grade

Robert Raymond Perez, 12<sup>th</sup> grade  
Reynaldo J. Rabagos, 10<sup>th</sup> grade

Joshua Herrera, 11<sup>th</sup> grade

**Next Generation Christian Academy, Perry, FL**

Justin Freeman, 12<sup>th</sup> grade  
Emma Montgomery, 8<sup>th</sup> grade

Krystal Mathews, 12<sup>th</sup> grade

Nallely Rodriguez, 10<sup>th</sup> grade

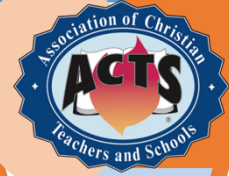
**Victory Christian School, Camden, AR**

Rebecca Baldwin, 12<sup>th</sup> grade  
Lacie Landon, 12<sup>th</sup> grade  
Layla Kirksey, 11<sup>th</sup> grade  
Zander Melton, 9<sup>th</sup> grade

Gillian Couldwell, 12<sup>th</sup> grade  
Houston Vaughan, 12<sup>th</sup> grade  
Toby Yarbrough, 10<sup>th</sup> grade  
Abby Yarbrough, 9<sup>th</sup> grade

Cayla Fell, 12<sup>th</sup> grade  
Caitlyn Yarbrough, 12<sup>th</sup> grade  
Rachel Kuhn, 9<sup>th</sup> grade

Student Activities Participants:  
Math



**Mountain View Christian Academy, Bryant, AL**

Emma Hartline, 2 <sup>nd</sup> grade	Hailee Weathers, 2 <sup>nd</sup> grade
Jace Benson, 3 <sup>rd</sup> grade	Gavin Stone, 3 <sup>rd</sup> grade
Stone Kirby, 3 <sup>rd</sup> grade	Maddie Blevins, 3 <sup>rd</sup> grade
Jayron Matthews, 3 <sup>rd</sup> grade	Kate Fitzpatrick, 4 <sup>th</sup> grade
Lana Mitchell, 4 <sup>th</sup> grade	Briley West, 4 <sup>th</sup> grade
Bo McKenzie, 4 <sup>th</sup> grade	Ava McKenzie, 5 <sup>th</sup> grade
Syler Stone, 6 <sup>th</sup> grade	Gage Blevins, 6 <sup>th</sup> grade
Chloe Ely, 6 <sup>th</sup> grade	Dakota Rimas, 7 <sup>th</sup> grade
Sophie Spurgin, 7 <sup>th</sup> grade	Dixie McKenzie, 8 <sup>th</sup> grade
Jayden Lea, 8 <sup>th</sup> grade	Mackenzie Ely, 8 <sup>th</sup> grade

**Agape Baptist Academy, Stockton, MO**

Bryce Martin, 1 <sup>st</sup> grade	Nic Outar, 3 <sup>rd</sup> grade
Braiden Ollman, 3 <sup>rd</sup> grade	Charity Shelden, 4 <sup>th</sup> grade
Matty Beck, 5 <sup>th</sup> grade	Dusty Outar, 6 <sup>th</sup> grade
Courtney Dumar, 7 <sup>th</sup> grade	Alexis Roy, 7 <sup>th</sup> grade
Jayden Roy, 7 <sup>th</sup> grade	

**Calvary City Christian Academy, Orlando, FL**

Ahmia Pacheco, 3 <sup>rd</sup> grade	Eugenia Briceno, 3 <sup>rd</sup> grade
Jhon Santana, 4 <sup>th</sup> grade	Caleb Parra, 4 <sup>th</sup> grade
Christopher Mendez, 5 <sup>th</sup> grade	Steven Sandoval, 5 <sup>th</sup> grade
Sarita Hernandez, 5 <sup>th</sup> grade	Valeria Diaz, 6 <sup>th</sup> grade
Jose Soriano, 6 <sup>th</sup> grade	Jeremy Cruzado, 6 <sup>th</sup> grade
Katherine Bedoya, 7 <sup>th</sup> grade	Xavier Ortiz, 7 <sup>th</sup> grade
Jacqueline Gonzalez, 8 <sup>th</sup> grade	Noelani Serate-Flores, 7 <sup>th</sup> grade
Israyel Taylor, 8 <sup>th</sup> grade	Milah Fernandez, 8 <sup>th</sup> grade

**New Life Academy, Chicago, IL**

Judah Lopez, 1 <sup>st</sup> grade	Ian Powell, 1 <sup>st</sup> grade
Zerenity Garcia, 2 <sup>nd</sup> grade	Samuel Sierawski, 3 <sup>rd</sup> grade
Angelica Rios, 3 <sup>rd</sup> grade	Olivia Powell, 4 <sup>th</sup> grade
Deijan Garcia, 4 <sup>th</sup> grade	Gabriel Velez, 5 <sup>th</sup> grade
Lillian Nelson, 5 <sup>th</sup> grade	Anthony Garcia, 6 <sup>th</sup> grade
Brendalys Garcia, 7 <sup>th</sup> grade	Jaden Torres, 8 <sup>th</sup> grade

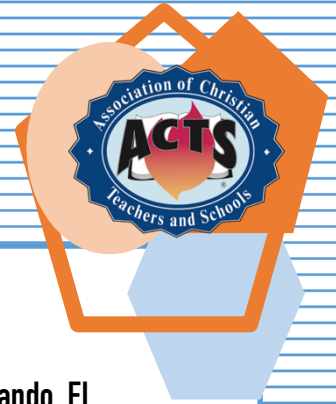
**First Assembly Christian School, Ocala, FL**

Harlan Taylor, 3rd grade	Hayden Mester, 3rd grade
Benjamin Lopez, 3rd grade	Ran'niya Dennison, 3rd grade
Abigail Brosius, 4th grade	Daunte Johnson, 4th grade
Alaysha Faucette, 4th grade	Trenton Burke, 4th grade
Elijah Wagner, 5th grade	Jadynn Mester, 5th grade
Demarcus Johnson, 5th grade	Logan Zublick, 6th grade
Trinity Jeffrey, 6th grade	Steven Sandoval, 5th grade
Sarita Hernandez, 5th grade	

**Sunshine Christian Academy, Bradenton, FL**

Sam Vanzutveld, 3rd grade	Kelsey O'Neill, 5th grade
Isabella Ferreira, 5th grade	Jessica Nelson, 6th grade

Student Activities Participants:  
Spelling



**Winners!**

**Third Grade**

- 1<sup>st</sup> Place: Omaro Valencia, Calvary City Christian Academy  
2<sup>nd</sup> Place: Bailey Harrell, First Assembly Christian School  
3<sup>rd</sup> Place: Roselyann Pedrero, Calvary City Christian Academy

**Fourth Grade**

- 1<sup>st</sup> Place: Isabel Mendres, First Assembly Christian School  
2<sup>nd</sup> Place: Nico Martin, First Assembly Christian School  
3<sup>rd</sup> Place: Jorleanys Jimenez, Calvary City Christian Academy

**Fifth Grade**

- 1<sup>st</sup> Place: Audrey Safford, Adventure Christian Academy  
2<sup>nd</sup> Place: Brooke Lawless, Adventure Christian Academy  
3<sup>rd</sup> Place: Kelsey O'Neill, Sunshine Christian Academy

**Sixth Grade**

- 1<sup>st</sup> Place: Harold Gomez, Adventure Christian Academy  
2<sup>nd</sup> Place: Bailee Chesser, Adventure Christian Academy  
3<sup>rd</sup> Place: Wyatt Fales, First Assembly Christian School

**Seventh Grade**

- 1<sup>st</sup> Place: Tyler Eslinger, Adventure Christian Academy  
2<sup>nd</sup> Place: Katherine Bodoya, Calvary City Christian Academy  
3<sup>rd</sup> Place: Daniel Gariria, Calvary City Christian Academy

**Eighth Grade**

- 1<sup>st</sup> Place: Corbyn Auker, Adventure Christian Academy  
2<sup>nd</sup> Place: Ryan Smith, First Assembly Christian School  
3<sup>rd</sup> Place: Milah Fernandez, Calvary City Christian Academy

**Participants!**

**Calvary City Christian Academy, Orlando, FL**

- |   |  |
|---|--|
| Shaniah Johnson, 3 <sup>rd</sup> grade  | Roselyann Pedrero, 3 <sup>rd</sup> grade |
| Omaro Valencia, 3 <sup>rd</sup> grade   | Jorleanys Jimenez, 4 <sup>th</sup> grade |
| Yarianni Pratts, 4 <sup>th</sup> grade  | Mia Fuentes, 4 <sup>th</sup> grade       |
| Juan Alvarado, 5 <sup>th</sup> grade    | London Cook, 5 <sup>th</sup> grade       |
| Salvador Hidalgo, 5 <sup>th</sup> grade | Carlos Henriquez, 6 <sup>th</sup> grade  |
| Allison Ortiz, 6 <sup>th</sup> grade    | Bryan Delgado, 6 <sup>th</sup> grade     |
| Katherine Bodoya, 7 <sup>th</sup> grade | Noelani Serate, 7 <sup>th</sup> grade    |
| Daniel Gariria, 7 <sup>th</sup> grade   | Israyel Taylor, 8 <sup>th</sup> grade    |
| Milah Fernandez, 8 <sup>th</sup> grade  | Idamys Luna, 8 <sup>th</sup> grade       |

**Adventure Christian Academy, Tavares, FL**

- |  |   |
|--|---|
| Brooke Lawless, 5 <sup>th</sup> grade  | Audrey Safford, 5 <sup>th</sup> grade   |
| Harley Hughes, 5 <sup>th</sup> grade   | Harold Gomez, 6 <sup>th</sup> grade     |
| Jade Rios, 6 <sup>th</sup> grade       | Bailee Chesser, 6 <sup>th</sup> grade   |
| Gailen Carrasco, 7 <sup>th</sup> grade | Brinlee Ball, 7 <sup>th</sup> grade     |
| Tyler Eslinger, 7 <sup>th</sup> grade  | Corbyn Auker, 8 <sup>th</sup> grade     |
| Nayarit Rios, 8 <sup>th</sup> grade    | Gregory Carrasco, 8 <sup>th</sup> grade |

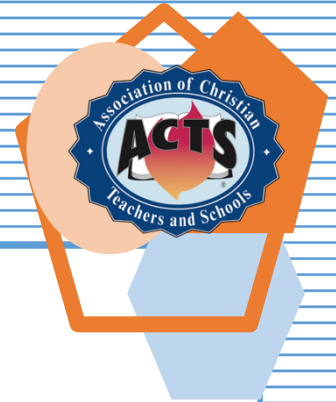
**First Assembly Christian School, Ocala, FL**

- |   |  |
|---|--|
| Lorelai Devalle, 3 <sup>rd</sup> grade  | Bailey Harrell, 3 <sup>rd</sup> grade      |
| Johnarius Turner, 3 <sup>rd</sup> grade | Nico Martin, 4 <sup>th</sup> grade         |
| Zachary Santos, 4 <sup>th</sup> grade   | Isabel Mendrez, 4 <sup>th</sup> grade      |
| Jausten Rivera, 5 <sup>th</sup> grade   | Valery Coello-Alamo, 5 <sup>th</sup> grade |
| Kalon Romanos, 5 <sup>th</sup> grade    | Wyatt Fales, 6 <sup>th</sup> grade         |
| Abigail Bowden, 6 <sup>th</sup> grade   | Arabella Myers, 6 <sup>th</sup> grade      |
| Allyssa Smith, 7 <sup>th</sup> grade    | Soloman Gadsden, 7 <sup>th</sup> grade     |
| Gabriel Estes, 7 <sup>th</sup> grade    | LaTiana Vereen, 8 <sup>th</sup> grade      |
| Ryan Smith, 8 <sup>th</sup> grade       | Logan Bowden, 8 <sup>th</sup> grade        |

**Sunshine Christian Academy, Bradenton, FL**

- |   |                                       |
|---|---------------------------------------|
| Zaila Blevins, 5 <sup>th</sup> grade      | Kelsey O'Neill, 5 <sup>th</sup> grade |
| Achimelec Dutreuil, 6 <sup>th</sup> grade | Jason Ortiz, 6 <sup>th</sup> grade    |
| Levi Roberts, 7 <sup>th</sup> grade       |                                       |

Student Activities Participants:  
Bible



**Participants!**

**Calvary City Christian Academy, Orlando, FL**

Claudia Zamora, 3<sup>rd</sup> grade  
Luis Maldonado, 4<sup>th</sup> grade  
Zolley Lopez, 6<sup>th</sup> grade  
Valeria Angeles, 7<sup>th</sup> grade  
Eliezer Rios, 8<sup>th</sup> grade  
Genesis Andujar, 9<sup>th</sup> grade  
Larissa Gomes, 10<sup>th</sup> grade  
Ileen Rios, 11<sup>th</sup> grade

Anderson Piler, 3<sup>rd</sup> grade  
Marvens Jean-Louis, 5<sup>th</sup> grade  
Adrian Martinez, 6<sup>th</sup> grade  
Justin Miranda, 7<sup>th</sup> grade  
Camila Valencia, 8<sup>th</sup> grade  
Zurymar Lopez, 9<sup>th</sup> grade  
Andy Pena, 11<sup>th</sup> grade

Krystal Rodriguez, 4<sup>th</sup> grade  
Renata Martinez, 6<sup>th</sup> grade  
Jasmine Alvarado, 7<sup>th</sup> grade  
Kennold Pierre, 8<sup>th</sup> grade  
Isaac Rodriguez, 9<sup>th</sup> grade  
Johnessa Borgella, 10<sup>th</sup> grade  
Melanie Baez, 11<sup>th</sup> grade

**First Assembly Christian School, Ocala, FL**

Yamal Correa-Molina, 3<sup>rd</sup> grade  
Hannah Houck, 4<sup>th</sup> grade  
Jonas Brinson, 6<sup>th</sup> grade  
Jayla Valsaint, 8<sup>th</sup> grade

Giana Candelaria, 3<sup>rd</sup> grade  
Nataleigh Hahn, 5<sup>th</sup> grade  
Elishah Jean-Francois, 7<sup>th</sup> grade  
Sarai Lopez, 10<sup>th</sup> grade

Byron Wilridge, 4<sup>th</sup> grade  
Darryl Johnson, 5<sup>th</sup> grade  
Arabella Negron, 8<sup>th</sup> grade  
Raif Lopez, 10<sup>th</sup> grade

**Sunshine Christian Academy, Bradenton, FL**

Kelsey O'Neill, 5<sup>th</sup> grade

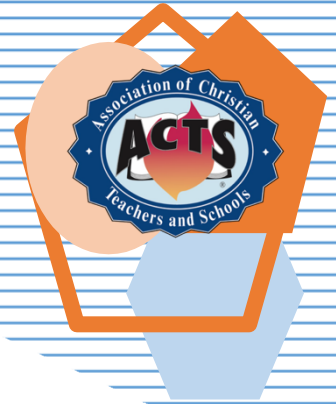
Terry Roberts, 6<sup>th</sup> grade

## NEW MEMBER SCHOOLS WELCOME!

The Renaissance Academy Prep School for Boys  
Birmingham, AL

King's Christian Academy  
Roanoke, VA

New Life Christian Academy  
Troy, AL



## PROFESSIONAL DEVELOPMENT OPPORTUNITIES!

BJU Press Curriculum now offers online courses in Bible Integration and Elementary Language Arts! These courses meet the requirements for CEU credit with ACTS.

Register online at  
[www.bjupress.com/professional](http://www.bjupress.com/professional)

**GREATER THINGS YET  
TO COME**

**"CALL TO ME AND  
I WILL ANSWER  
AND YOU SHOW  
AND YOU AND  
GREAT AND  
MIGHTY THINGS,  
WHICH YOU DO NOT  
KNOW."**

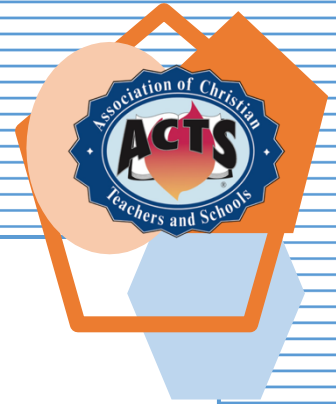
**JEREMIAH 33:3**



## 2019 Conferences

We would like to thank all of those who participated in the 2019 ACTS Conferences! We had a wonderful time getting to know everyone a little better, learning more about ways to teach the students, and above all, Christ was honored.

Look out for the 2020 Conference Schedule on our website, soon!



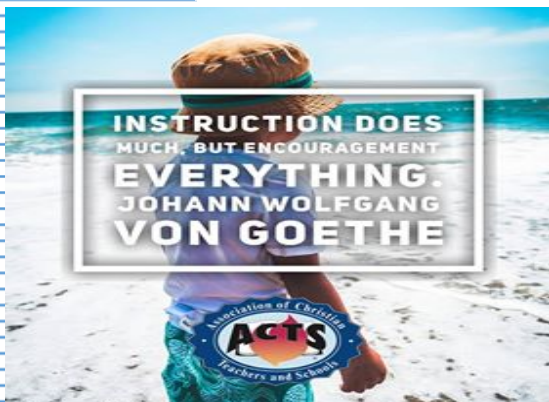
## ACTS MISSION, VISION AND CORE VALUES

Vision: Setting a new standard of Christ-centered academic excellence.

Mission: Assisting Christian schools 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 schools, 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 schools.
- Relationship – developing and sustaining a partnership with Christian Schools 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 schools.
- Service – Purposing to approach current and prospective members by offering resources, support, consulting, advice, and mentoring.



### CORPORATE PARTNERS

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CHRISTIAN  
TOURS**

**DATA RECOGNITION  
CORPORATION**

# *State of Florida*

## *Department of State*

I certify from the records of this office that ASSOCIATION OF CHRISTIAN TEACHERS AND SCHOOLS, INC. is a corporation organized under the laws of the State of Florida, filed on October 4, 2010.

The document number of this corporation is N10000009300.

I further certify that said corporation has paid all fees due this office through December 31, 2016, that its most recent annual report/uniform business report was filed on March 1, 2016, and that its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

*Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this  
the First day of March, 2016*



*Ken Reitzner*  
*Secretary of State*

Tracking Number: CC2469824207

To authenticate this certificate, visit the following site, enter this number, and then follow the instructions displayed.

<https://services.sunbiz.org/Filings/CertificateOfStatus/CertificateAuthentication>

**ARTICLES OF INCORPORATION  
OF  
ASSOCIATION OF CHRISTIAN TEACHERS AND SCHOOLS**

**KNOW ALL MEN BY THESE PRESENTS:**

That we the undersigned, residents and citizens of the United States of America, of full age of majority, have for the purpose of forming a nonprofit religious educational corporations pursuant to the laws of the State of Florida, for the purposes expressed in ARTICLE III hereof, adopted the following Articles of Incorporation:

**ARTICLE I**

The name of this corporation shall be ASSOCIATION OF CHRISTIAN TEACHERS AND SCHOOLS, and its duration is to be perpetual.

**ARTICLE II**

The name of the registered agent and the location and post office address of the corporation's registered office in the State of Florida is Steve Lindquist, 911 South Parsons Ave, City of Brandon, County of Hillsborough, State of Florida, 33511.

**ARTICLE III**

This nonprofit corporation is organized and operated exclusively for religious and educational purposes as within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, of the United States of America.

In furtherance of its nonprofit, tax-exempt purposes, the corporation shall have the following powers and authority; however, the corporation shall not be empowered, and is prohibited from, engaging in any activity which is not allowed pursuant to Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, of the United States of America:

- (a) To operate under the name as set forth in Article I above;
- (b) To employ qualified counsel and other necessary personnel to carry out the purposes of this corporation;
- (c) To adopt and use a corporate seal under Florida law shall exercise the following specific purposes:
- (d) To promote quality Christian Education;
- (e) To facilitate the spiritual and professional development of Christian schools and teacher education programs in postsecondary institutions;



- (f) To provide opportunities for fellowship among members;
- (g) To develop an education network for the purpose of providing and sharing resources to members;
- (h) To accredit Christian elementary schools, secondary schools, and preschools with academic programs.
- (i) To operate as a free and independent corporation in accord with its own conscience and the wisdom of God, as the corporation perceives it to be. In every case and in every act and in pursuit of or adoption of any policy or method or in practice or association, the corporation does and shall do so as a free organization always retaining its sovereignty and independence, and in no case whatsoever as an act of subjection nor precedent or amenability nor as an active or passive or implied affiliation nor in any way as relinquishing its perpetual legal independence and sovereignty.
- (j) To receive tithes, offerings and property by gift, devise or bequest and subject to the laws relating to the transfer of property by gift or will.
- (k) To act as Trustee under any trust incidental to the principal of the objects of the corporation and to receive, hold, administer and expend funds and property subject to such trust.
- (l) To take, purchase or otherwise acquire; to own, hold, occupy, use, and enjoy; manage, improve, develop and work; to grant, sell, exchange, let, demise and otherwise dispose of real estate, buildings, and improvements and every right, interest and estate therein without limit as to the amount thereof and wheresoever the same may be situated; to erect, construct, alter and repair buildings; to assume any and every kind of contract, agreement and obligation by or with any person, firm, corporation, or association, or any Federal, State, or other government or the erection, construction, alteration, repair, renewal, equipment, improvement, development, use, enjoyment, leasing, management, or control of any buildings, improvements, or structures of any kind wherever the same may be situated.
- (m) To enter into, make, perform, and carry out contracts of every kind for any lawful purpose without limit as to amount and with any person, firm, association, or corporation; to draw, make, accept, endorse, discount, issue, and execute promissory notes, warrants, and other negotiable or transferable interests.
- (n) To purchase or otherwise acquire, to own, hold, use and enjoy, to sell, assign and transfer, exchange or otherwise dispose of, deal in or deal with personal property of every kind and description without limit as to the amount thereof and wheresoever the same may be situated.

- (o) To borrow and to loan money and to give and to receive evidence of indebtedness and security therefore; to draw, make, accept, endorse, execute, and issue promissory notes, warrants, and other debentures of the corporation, or otherwise to make guarantees of every kind and secure any or all obligations of the corporation by mortgage, trust deed or otherwise.
- (p) By its Board of Directors to appoint such officers and employees as may be decreed proper; define their authority and duties; fix their compensation; require bonds of such of them as it deems advisable and fix the penalty thereof; dismiss such officers or employees, or any thereof for any good reason and appoint others to fill their places. Among its officers, the corporation shall list a president, president-elect, one or more vice-presidents, a secretary, and a treasurer, provided that the same person shall not serve as president and secretary concurrently.
- (q) To adopt and assume names in the furtherance of its nonprofit, tax-exempt purposes;
- (r) To use any and all media, including but not limited to recording, print, television, and radio, in the furtherance of its nonprofit, tax-exempt purposes;
- (s) To do all other acts necessary or expedient for the administration of the affairs and attainment of the purposes of the corporation and to have and exercise all other legal powers now or hereafter permitted by General Not for Profit Corporations by the laws of the State.
- (t) To exercise such other and incidental powers as may reasonably be necessary to carry out the purposes of which the corporation is established, provided that such incidental powers shall be exercised in a manner consistent with its tax-exempt status as a religious educational organization as set forth in Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, of the United States of America.
- (u) The several clauses contained in the ARTICLE III shall be construed both as purposes and powers and the statements contained in each clause shall, except where otherwise expressed, be in no wise limited or restricted by reference to or inference from the terms of any other clauses, but shall be regarded as independent purposes and powers. Notwithstanding any provisions of these Articles of Incorporation, no substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation and the corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of any candidate for public office. Nor shall any income or assets of the corporation inure to the benefit of, or be distributable to, any member, director, private individual, or business entity, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered.

#### **ARTICLE IV**

To assure the corporation of its sovereignty and independence and to perpetually protect the organization, all ecclesiastical and legal power and authority relative to the corporation shall be exercised by and in accordance with the New Testament church pattern. Thus under the leadership of the Holy Spirit, the Board of Directors shall conduct all the business of the corporation and shall be elected by members of the corporation as designated in the bylaws of this corporation. The number of Directors and their qualifications shall be established in the bylaws of this corporation.

#### **ARTICLE V**

This nonprofit corporation is formed without any purpose of pecuniary profit and shall have no capital stock.

#### **ARTICLE VI**

The private property of the directors and member(s) shall be non-assessable and shall not be subject to the payment of any corporate debts, nor shall the directors or member(s) of the corporation become individually or corporately liable or responsible for any debts or liabilities of the corporation.

#### **ARTICLE VII**

Upon dissolution of the corporation for any cause, all of the assets and property, both real and personal, then owned or controlled by this corporation shall revert to and become the property of the Division of Christian Education Department of the General Council of the Assemblies of God, Springfield, Missouri, or if this entity is not in existence at the time of dissolution to a eleemosynary institution accorded tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, of the United States of America, to be designated by the Board of Directors; provided, however, that the just debts and liabilities of the corporation shall first be paid. Upon dissolution, none of the assets or property of the corporation shall devolve to the benefit of any member, director, private individual, or business entity, except as provided above in this ARTICLE VII.

#### **ARTICLE VIII**

These Articles may be amended at any regular meeting of the Board of Directors, or at a special meeting called for that purpose, by a two-thirds (2/3) majority.

ARTICLE IX

The undersigned incorporators shall act as the initial Board of Directors until their successors shall have been duly qualified and elected. The initial Board of Directors shall not be less than three (3):

Dated this 15<sup>th</sup> day of July, 2015.

INCORPORATORS:

Name:

Title:

Steve Lindquist

Registered Agent/Director of Accreditation/Member Services

R. Jay Nelson, Ph.D.

Executive Director, ACTS

Greg Miller

President, ACTS Executive Board

STATE OF FLORIDA

)

)SS.

COUNTY OF HILLSBOROUGH

)

On the date as first set forth above, before me, the undersigned, a Notary Public in and for the said State, personally appeared Steve Lindquist, \_\_\_\_\_, and \_\_\_\_\_, known to me to be the persons whose name is subscribed to the within instrument, they being first duly sworn to, and acknowledged to me that they executed the same.

IN WITNESS THEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

SEAL

Notary Public

My Commission Expires: Aug 3, 2018

