

TANAS

Serving Christian Education

Types of Membership

Agency Approved Schools -

Category II
State Accredited Schools
State Approved Child Care Centers

TANAS Member Schools -

Category IV
Church-Related Schools
Home School Satellite Programs
State Approved Child Care Centers

Associate Schools -

Schools must operate legally under the State Department of Education or other approved agencies.

TENNESSEE ASSOCIATION OF NON-PUBLIC ACADEMIC SCHOOLS
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Table of Contents

Statement of Purpose	4
Statement of Faith.....	5
Types of Membership	6
Summary of School Classifications	7
Services Offered	8
Policy Statements for School Policy Manuals	9
Student Records.....	10
Early College Admissions	11
TN State Law.....	12
Requirement for School Attendance & Immunization.....	13
Checklist for Application to TANAS.....	14
TANAS Approved Curriculum Providers.....	15
Building & Equipment Checklist.....	16
Sample School Organizational Minutes.....	17
TANAS Church-Related School Requirements Checklist.....	18
TANAS Required Handbook Information.....	19
TANAS Required Permanent Record Information.....	20
TANAS Standards for Day Cares Checklist.....	21-28
Summary of Church-Related Home School Requirements.....	29
Appendix 1.....	31
Hiring Employees	32
Qualified Staff	32
General Education Performance Standards	33-35
Teacher Contract Information	36
Teacher Covenant Agreement	37
Application for Employment	38-39
Teacher Evaluative Criteria Checklist	40-43
In-Service Record	44-45
Appendix 2.....	47
Philosophy of Christian Education.....	48
Educational Goals.....	48
Admissions Policy.....	49
Enrollment Procedures.....	49
Kindergarten Entrance Requirements.....	49
Attendance Policy.....	50
Discipline Policy.....	51
Financial Policy.....	51
Lunch Program.....	52
Transportation Policy.....	52
Dress Code Policy.....	52
High School Courses Offered.....	53
Graduation Requirements	54
Report Cards.....	55-56
Sample School Calendars	57-58
Student Activity Sheet	59
Sportsmanship Covenant	60
Fire Drill Recording Form.....	61
Registration & Enrollment Worksheet.....	62
Appendix 3.....	63
Checklist for Enrollment and Records	64
Application for Admission	65-66
Parent Report on Medical History	67
Physician's Report of Health	68
Parental Covenant Agreement	69
Religious Exemption from Immunizations.....	70-71

Medical Release Form	72
Accident/Incident Report.....	73
Request for Records	74-75
Student Withdrawal Form	76
General Waiver for Field Trips	77
Request for Parent/Teacher Conference.....	78
Parent Conference Report	79
High School Academic Projection Form	80
Weekly Progress Report	81
Grade Sheet	82
Required Portfolio Information.....	83
Required Transcript Information.....	84

TENNESSEE ASSOCIATION OF NON-PUBLIC ACADEMIC SCHOOLS

TANAS STATEMENT OF PURPOSE

The Tennessee Association of Non-Public Academic Schools, also referred to as TANAS, is an organization chartered for the purpose of serving Private Christian Education in the state of Tennessee. TANAS operates as a service organization to church-related school ministries. TANAS desires to further the proclamation of the Word of God and absolute sole authority and Lordship of Jesus Christ over such churches and Christian schools. The TANAS organization approves nursery, pre-school, kindergarten, elementary, secondary, and satellite home school programs as ministries of specific churches in accordance with the standards established in the Bible, the Word of God.

TANAS is recognized in Tennessee State Law, T.C.A. 49-50-801. Membership in TANAS exempts member schools from the State Board of Education and local boards of education from regulating the selection of faculty or textbooks, or the establishment of a curriculum. Membership in TANAS does not exempt church-related schools from state laws regulating fire and environmental standards.

TANAS does not seek to be a controlling organization, but views its function as a service to local churches. TANAS believes in and supports the right of each local church to operate a private Christian school program in a manner which conforms to that church's doctrine and convictions.

However, before affording membership to church schools, TANAS does require the completion of the attached application, adherence to minimal standards required by Tennessee State Law, and agreement to the Statement of Faith. The requested information will insure the integrity of TANAS as an organization recognized by the Tennessee Legislative Assembly, and will afford credibility to its member schools.

TENNESSEE ASSOCIATION OF NON-PUBLIC ACADEMIC SCHOOLS

STATEMENT OF FAITH

- *We believe the Bible to be the inspired Word of God and our standard for faith and practice.*
- *We believe in God as revealed in the Bible. He, as our eternal heavenly Father, is the author of truth, love, and faith.*
- *We believe in the deity of the Lord Jesus Christ, in His virgin birth, in His sinless life, in His vicarious and atoning death, in His bodily resurrection, and in His second coming.*
- *We believe in the Holy Spirit who empowers for service and reveals Jesus in us.*
- *We believe that man was created in the image of God, fell through disobedience, and is saved through faith in Jesus Christ.*

TENNESSEE ASSOCIATION OF NON-PUBLIC ACADEMIC SCHOOLS

TYPES OF MEMBERSHIP

TANAS MEMBER SCHOOL: CHURCH-RELATED SCHOOL (CATEGORY IV)

The school shall subscribe to the TANAS Statement of Faith, meet or exceed the promulgated educational guidelines and pay designated dues. Membership is on an annual basis. TANAS Member Schools are classified by the Tennessee Department of Education as Category IV, Church- Related Schools. Said schools operate legally in the state but are not state accredited.

AGENCY APPROVED MEMBER: STATE APPROVED (CATEGORY II)

The school shall subscribe to the TANAS Statement of Faith, meet or exceed all standards and requirements for agency approval and pay designated fees and dues. Agency Approved schools are classified by the Tennessee Department of Education as Category II Schools, approved by an approved Private School Accrediting Agency. Schools in this category are considered state approved or state accredited.

ASSOCIATE SCHOOL

A school which is approved or accredited by another association may also join TANAS for the purpose of receiving the services offered by TANAS throughout the school year. The school must show proof of membership in an association recognized in Tennessee State Law or approved by the Department of Education. The school must also agree to the TANAS Statement of Faith and pay annual dues.

SATELLITE HOME SCHOOLS

T.C.A. 49-6-3050 allows home-school students in grades K-12 to register with a Church-Related School which offers a Satellite Home School Program, if said church is a member of one of the associations listed in T.C.A. 49-50-801. Satellite Home Schools are excluded from accreditation status and are prohibited from referring to themselves as such. A Satellite Home School is considered as an integral part of a member school, and thus, subject to the requirements of that member school.

SUMMARY OF SCHOOL CLASSIFICATIONS

The Tennessee Department of Education has classified private schools into five different categories as follows:

Category I. State Approved or Accredited

The Tennessee Department of Education evaluates and inspects the school.

Category II. Schools Approved by an Approved Private School Accrediting Agency

TANAS submitted accreditation standards to the Department of Education during 1989. TANAS was approved by the Tennessee Department of Education and the Tennessee Board of Education on March 30, 1989.

Schools desiring accreditation must make application and be evaluated and inspected by TANAS personnel. After approval by TANAS, these schools are then considered state approved or accredited.

Category III. Southern Association

Schools approved by Southern Association are considered state approved or accredited.

Category IV. Church-Related Schools

Tennessee State Law, T.C.A. 49-50-801 allows schools to operate legally in the state of Tennessee if the school is operated by a church or bona-fide church organization and is a member of one of the associations listed in said law. TANAS is one of the associations listed.

The Department of Education has no direct involvement with this section of Tennessee Law and, therefore, does not extend the title of accreditation to schools that seek this legal covering.

Category V. Acknowledge to Operate

Schools may contact the state directly for an application to operate a school. The school will not be accredited, but if the information supplied is satisfactory, the state will grant approval for the school to operate.

TENNESSEE ASSOCIATION OF NON-PUBLIC ACADEMIC SCHOOLS

SERVICES OFFERED

- Membership requirements for schools that choose Category IV: Exempted Schools status as defined by T.C.A. 49-50-801.
- TANAS is an approved Private School Accrediting Agency recognized by the Tennessee State Department of Education. Schools that meet all TANAS accreditation standards are classified as a Category II School by the State.
- Technical assistance to address deficiencies.
- Annual In-Service meeting for administrators, teachers, principals, and volunteer staff.
- Assistance to beginner schools.
- Resource agency and consultant services.
- Liaison between member schools and the Department of Education.
- State lobbying voice for Private Christian Education.
- Monitoring of State and Federal legislation.
- Legal Interpretations offered.
- Promotes activities, such as Literary Contests, Spelling Bees, Art Contests, Athletic Events, and fellowship between member schools.
- Assistance to church-related schools interested in offering a Home School Satellite Program.
- Day Care and Preschool Programs: TANAS member schools that operate day care and preschool programs will come under the jurisdiction of the Department of Education instead of the Department of Human Services. Membership in TANAS exempts the school from using any curriculum promoted by the Departments of Education or Human Services.

POLICY STATEMENTS FOR SCHOOL POLICY MANUALS

The following are examples that may be used to explain the legal status of your school:

Church-Related Schools, State Exempt

(School Name) operates legally in the state of Tennessee by virtue of its membership in the Tennessee Association of Non-Public Academic Schools, T.C.A. 49-50-801.

Membership in TANAS in no way denotes state control of (Name of School). The school is exempt from state accreditation and does not refer to itself as being accredited.

The school is classified by the Tennessee State Department of Education as a Category IV, Church-Related School, Exempt from Accreditation.

Students transferring back to public school from (School Name) may be required to take pre-placement tests. Students graduating from (School Name) are accepted at colleges and universities. However, students who score below average on ACT or SAT college entrance exams may be required to take the GED before admission."

STUDENT RECORDS

Each school shall maintain complete and accurate permanent records for each student. The record must reflect attendance and tardiness, grades, achievement test scores, written permission for emergency medical care, child's health record, and identifying information.

Provisions for reporting student progress to parents and/or guardians must be clearly defined.

Each school shall provide for the storage and safekeeping of all records and reports. Transcripts shall be kept in a fireproof safe or a duplicate copy in a separate building. If transcripts are computerized, then a back-up copy should be updated each semester, and stored in a fire safe location.

REPOSITORY OF PERMANENT RECORDS

SECTION 0520-7-1-.02 ADMINISTRATIVE RULES, TENNESSEE DEPARTMENT OF EDUCATION.

(1) Non-public schools which cease operation shall place their student academic and attendance records in the office of the appropriate school administrator as specified below in order to safeguard these records and to make them available to authorized persons upon request.

(a) Schools that merge, consolidate, or undergo change of ownership shall deposit their records with the continuing school;

(b) Schools, which are a part of a system, organization, franchise or a ministry of a local church or a group of churches, shall deposit their records with the appropriate ongoing administrative office;

(c) Schools may deposit their records with another private or church-related school in the near vicinity of the closing school, or:

(d) Unless records are deposited in accordance with (a), (b), or (c) above, schools shall deposit their records with the local public school system where the non-public school was located. Upon deposit with the local public school system, records of non-public school students shall be subject to the same laws of confidentiality as records of public school students.

(2) Non-public schools, which cease operations, shall notify the superintendent of the public school system. The State Department of Education will provide forms for this notification.

(3) Non-public schools, which cease operations, shall publish the location of student records in local newspapers.

EARLY COLLEGE ADMISSIONS

Option 1

Early admission should be made available only to the 11th or 12th grade student who has distinguished himself or herself by high academic achievement in the 9th, 10th, and 11th grades by earning at least a 3.0 grade point average. Furthermore, only those students who earn scores of 19 or above in the American College Testing program can be considered. Before a student may participate in this program, written endorsement from the principal, counseling staff and the participating institution of higher learning, with written agreements from the student and his/her parents must be placed on file in the office of the principal.

The student will leave his/her high school at the end of his/her junior year and will matriculate in the participating institution of higher learning. The freshman course work taken at the participating institution will substitute for the courses that the student needed for graduation from high school. The high school principal, or designee, will determine appropriateness of the content of these courses prior to the student's matriculation in college.

A student is to be awarded credit for his/her senior year only after having successfully completed his/her freshman year in college. Inasmuch as 4 units of English language arts are required for graduation from high school, each student will be enrolled in freshman English. Each participating student will be enrolled in United States History and Economics if he/she has not already completed these courses in high school.

A qualified student may enroll in courses offered by an institution of higher learning which are conducted at times other than the regular school day, and which may not substitute for any required course or elective pursuant to graduation from high school. The student will receive no high school credit for such courses.

Option 2

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

Option 3

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

TCA 49-6-3007. Attendance and truancy reports — Enforcement of compulsory attendance

Current as of: 2010

(a) On or before the beginning of the school term each year, the director of schools of each school district shall furnish to the principal teacher in each school, or cause to be furnished, through any duly elected attendance teacher, as provided in this part, the names of children depending on their schools for instruction, together with the names of the parents or guardians of the children, the lists to be taken from the census enumeration on file in the office of the director of schools, or from any other available and reliable sources.

(b) It is the duty of every principal or teacher of a public school to report to the director of schools, immediately after the opening of school, the names of all children on the list furnished to the director of schools who have not appeared for enrollment.

(c) It is the duty of the principals and teachers of all schools, public, private, denominational or parochial, to report in writing to the director of schools of the system in which the school is located the names, ages and residences of all pupils in attendance at their schools and classes within thirty (30) days after the beginning of the school year, and to make such other reports of attendance in their schools or classes, including transfers of pupils, as may be required by rule or regulation of the local board of education and of the state board of education. Notwithstanding subsection (g), this subsection (c) shall apply to any child less than six (6) years of age who is enrolled in any school to which this subsection (c) is applicable.

(d) All public, private and parochial schools shall keep daily reports of attendance, verified by the teacher making the record, which shall be open to inspection at all reasonable times, to the director of schools of the system in which the school is located or to the director of schools' duly authorized representative. Notwithstanding subsection (g), this subsection (d) shall apply to any child less than six (6) years of age who is enrolled in any school to which this subsection (d) is applicable.

(e) (1) It is the duty of the principal or teacher of every public, private or parochial school to report promptly to the director of schools, or the director of schools' designated representative, the names of all children who have withdrawn from school, or who have been absent five (5) days without adequate excuse. This means an aggregate of five (5) days during the school year and not necessarily five (5) consecutive days. Each successive accumulation of five (5) unexcused absences by a student shall also be reported.

49-6-5001. Immunizations

(a) The commissioner of health is authorized, subject to the approval of the public health council, to designate diseases against which children must be immunized prior to attendance at any school, nursery school, kindergarten, preschool or child care facility of this state.

(b) (1) It is the responsibility of the parents or guardian of children to have their children immunized, as required by subsection (a).

(2) In the absence of an epidemic or immediate threat of an epidemic, this section shall not apply to any child whose parent or guardian files with school authorities a signed, written statement that the immunization and other preventive measures conflict with the parent's or guardian's religious tenets and practices, affirmed under the penalties of perjury.

Children enrolling in child care facilities, pre-school, pre-Kindergarten

Infants entering child care facilities must be up to date at the time of enrollment and are required to provide an updated certificate after completing all of the required vaccines due no later than 18 months of age.

- Hepatitis B (HBV)
- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV)
- Haemophilus influenzae type B (Hib) - age younger than 5 years only
- Pneumococcal conjugate vaccine (PCV) - age younger than 5 years only
- Measles, Mumps, Rubella - 1 dose of each, normally given together as MMR
- Varicella - 1 dose or credible history of disease
- Hepatitis A - 1 dose, required by 18 months of age or older

Children enrolling in Kindergarten

- Hepatitis B (HBV)
- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV) - final dose on or after the 4th birthday
- Measles, Mumps, Rubella - 2 doses of each, usually given together as MMR
- Varicella - 2 doses or credible history of disease
- Hepatitis A - total of 2 doses, spaced at least 6 - 18 months apart

All children entering 7th grade (including currently enrolled students)

- Tetanus-diphtheria-pertussis booster (Tdap) - evidence of one Tdap dose given any time before 7th grade entry is required regardless of Td history
- Varicella - 2 doses or credible history of disease

Children with medical or religious exemption to requirements

- *Medical* - Physicians (MD or DO) or Public Health Nurses are authorized to indicate specific vaccines medically exempted (because of risk of harm) on the certificate. Other vaccines remain required. The medical reason for the exemption does not need to be provided.
- *Religious* - This exemption requires a signed statement by the parent/guardian that vaccination conflicts with their religious tenets or practices. If the child needs documentation of a health examination for the school, it must be noted by the healthcare provider on the immunization certificate. In that case, the provider should check the box in section 1a. that the parent has sought a religious exemption to explain why immunization information is absent or incomplete.

RETURN THE FOLLOWING WITH YOUR SCHOOL'S APPLICATION TO TANAS:

- RECENT HANDBOOK OR POLICY STATEMENTS
- ORGANIZATIONAL MINUTES OF THE SCHOOL
- ACHIEVEMENT TEST SCORES FROM THE PREVIOUS YEAR
- COPIES OF THE MOST RECENT INSPECTION REPORTS BY
THE STATE FIRE AND ENVIRONMENTAL AGENCIES
- COPY OF YOUR SCHOOL'S CERTIFICATE OF OCCUPANCY
- COMPLETED APPLICATION
- PAYMENT FOR MEMBERSHIP DUES

TANAS
Approved Curriculum Providers

Individualized Curriculum (consumable booklets for each child)

A.C.E. (Accelerated Christian Education) a.k.a. School of Tomorrow
P.O. Box 299000
Lewisville, TX 75029-9000
Phone: 1-800-925-7777 or 972-315-1776
Website: www.schooloftomorrow.com

Alpha Omega Publications
300 North McKemy Avenue
Chandler, AZ 85226-2618
Phone: 1-800-622-3070
Website: www.aop.com

Traditional Curriculum (textbooks & workbooks)

ABeka
Box 19100
Pensacola, FL 32523-9100
Phone: 877-223-5226
Orders: 800-874-2352
Website: www.abeka.com

Rod & Staff Publishers, Inc.
Box PHS
Crockett, KY 41413-0003
Phone: 606-522-4348
Fax: 606-522-4896

Veritas Press
1829 William Penn Way
Lancaster, PA 17601
Phone: 800-922-5082
Fax: 717-519-1978
Website: www.veritaspress.com

Bob Jones University Press
ATTN: Customer Services
Greenville, SC 29614
Phone: 800-845-5731
Website: www.bjup.com

Saxon Publishers, Inc. (Math & Phonics)
1320 West Lindsey
Norman, OK 73069
Phone: 800-284-7019 or 405-329-7071
Website: www.saxonpub.com

Association of Christian Schools International (ACSI)
P.O. Box 35097
Colorado Springs, CO 80935-3509
Phone: 719-528-6906
Website: www.acsi.org

Note: This list is by no means exhaustive. If you would like to use curriculum not on this list, please contact the TANAS office to discuss the matter.

TANAS

Category 4

BUILDING AND EQUIPMENT CHECKLIST

I. SCHOOL SITE: Things to consider

Adequate Acreage	
Adequate Parking	
Condition of Grounds & Facilities	
Gymnasium	
Handicapped Facilities Approved	
Playground Area	
School Location	
Vehicle Access and Student Safety	

II. BUILDING: Required if marked with an *

Administration Facilities Adequate	
*All City and County Ordinances Met	
*Asbestos Inspection Completed	
Custodial and Maintenance Program	
Disaster Preparedness Plan	
*Health Department's Regulations Met	
*State Fire Marshall' Regulations Met	
Volunteers Policy	
<p>*Postings Required By Law (Signs, except fire escape maps, must be metal and securely attached to the building)**</p> <p>Posted Fire Exit Maps (Fire Exit Maps must be on fluorescent colored paper, and placed on or near door exiting into the hallway. Maps must be placed in all Classrooms, Restrooms, Hallways, Cafeteria, and Gymnasium.)</p> <p>Posted Gun Free, Drug Free Zone TCA 39-17-1307-1310 (Gun restriction Law should be posted at every entrance)</p> <p>Posted Student Lockers, Packages, Containers and Other Storage Areas are Subject to Search TCA 49-6-4204 (Right To Inspect Lockers should be posted near lockers)</p> <p>Posted Non-Discrimination/Harassment Law TCA 49-6-3109 (None Discrimination Law should be posted throughout school and in administration office)</p> <p>Posted All Visitors Please Report To The Office TCA 49-6-2008 (Sign must be posted at main entrance)</p> <p>Posted Health Permit (Health Permit must be posted in cafeteria and cafeteria office)</p>	<p>(**Check with the TANAS office for the availability of these signs.)</p>

(Sample) School Organizational Minutes

On _____ (when) _____ there was a called meeting of _____ (who: pastor, elder board, school research committee, etc.) of the _____ (where: church, coalition of _____ churches in _____ TN) to review and discuss the opening of (what: a Christian school, a church-related school, academy, branch of Christian Education, Ministry of Education).

We believe that, after much prayer and consideration, we have need of this (what) because (why: state all the reasons why you are starting your school, i.e. church conviction, church need, community need, etc.).

**TANAS Church-Related School Requirements
Category IV**

- The School must be sponsored by a church or bona-fide church organization
- School Board
- Evidence of a progressive Curriculum (see pg. 14)
- Handbook or Policy Manual (see list on pg. 24)
- Qualified Staff (see Appendix 1)
- School year of 180 days
- Instructional hours per day - 6.5
- Maintenance of Student's Permanent Records (See pg. 25)
- Maintenance of Faculty Records
 - Personnel file on each staff member (see Appendix 1)
 - Annual staff evaluations (see Appendix 1)
- Staff In-Service: thirty hours annually
- Achievement testing in grades 2, 5, 7 and 9
- Compliance with the Compulsory School Law and Private School Reporting Forms
- Compliance with Fire Marshall Standards
- Compliance with Health Department Standards
- Compliance with city and/or county building codes
- Compliance with ALTERA (Asbestos) Regulations
- Agreement with TANAS Statement of Faith
- It is recommended that at least one staff member attend one regional TANAS meeting and one statewide TANAS meeting each year.
- Pre-school/Daycare programs with 5 or more students will be inspected by the Department of Education
- Kindergarten Age Requirements: 5 years old before September 30th
- First Grade Age Requirements: 6 years old before September 30th

TANAS
Required School Handbook Information

- Statement of your school's philosophy or objectives (see Appendix 2)
- Admissions policy and enrollment procedures (see Appendix 2)
- Kindergarten and first grade entrance requirements (see Appendix 2)
- Attendance policies – tardiness, truancy, excused and unexcused absences
- Policy on promotion and retention (see Appendix 2)
- Discipline policy (see Appendix 2)
- High School courses offered (see Appendix 2)
- Graduation Requirements (see Appendix 2)
- Copy of student's report card (see Appendix 2)
- School calendar (see Appendix 2)
- Financial policy (see Appendix 2)
- Student activities (see Appendix 2)
- Copies of forms used for accountability purposes (see Appendix 2)
- Administrator and teacher qualifications (see Appendix 1)
- Lunch program (see Appendix 2)
- Fire drills (see Appendix 2)
- Transportation (see Appendix 2)
- Insurance policy
- Athletic programs offered (see Appendix 2)
- Extra curricular subjects or courses offered (see Appendix 2)
- Dress code (see Appendix 2)
- Legal status of school (see pg. 9)
- Non-discriminatory policy
- Standards for honors and awards (see Appendix 2)

TANAS
Required Permanent Record Information

- Application for admission (see Appendix 3)
- Financial agreement (see Appendix 3)
- Parents report on medical history (see Appendix 3)
- Physicians health report (see Appendix 3)
- Immunization record
- Birth certificate (copy)
- Standardized achievement test scores
- Transcripts from previous schools (see Appendix 3)
- Attendance forms (see Appendix 3)
- Quarter and semester grades (see Appendix 3)
- High school academic projection form (see Appendix 3)
- ACT/SAT scores

TANAS

Standards for Child Day Care Centers Checklist

(to be used in coordination with the TN Dept. of Education Summary of Child Care Approval Requirements)

SECTION 1

1. Organization & Administration

- Each center should be organized to give each child the care & protection he/she needs.
- A statement of purpose must be submitted to the Department of Education.
- Each center shall make an annual report of its work to the Dept. of Education.

2. Organizational Structure

- The legal and administrative responsibility must be clearly defined.
- A not-for-profit center must have a governing board.

3. Finances

- An annual operating budget for the center must be available to the Dept. of Ed.
- A child care center must have an adequate budget.

4. Records & Reports

Children's records must include:

- A current information form,
- Name and phone number of a physician to call in case of an emergency,
- Written consent by parent for emergency care,
- Names of people child can be released to,
- Health record,
- Daily attendance records, and
- Daily records on infants & toddlers for
 - time and amount of feedings
 - diaper changes
 - sleep patterns

Staff records must include:

- A current information form (name, phone, address, etc.),
- Educational background & experience,
- Health records (including TB testing & record of physical exams)
- Record of interviews & at least 3 references on each new staff member,
- Reference checks,
- Verified employment history,
- Records of in-service training,
- Child abuse screening report & TBI check,
- Record of annual performance reviews,
- Date of employment & date of separation from the center, and
- Daily attendance of staff.
- The certification or letter of approval for the center must be placed for all to see.

5. Admission of Children & Parent Education

- Written policies and procedures for admission of a child must be clearly explained. A copy must be given and statement signed acknowledging receipt.
- Pre-placement visit to the center must be made by parent/guardian.

- Upon enrollment, parent must receive a summary of the Department's child care standards, and sign a statement acknowledging receipt.
- Parents must be permitted access to all areas used by the center while their child is present.
- Children must not be in the center for more than 12 hrs. in a 24 hr. period, except in an emergency (e.g. acute illness or injury).
- A child must be at least six weeks old before being accepted in the center.
- Parents must receive an educational program regarding child abuse detection, reporting, and prevention.

6. Transportation

- Driver must be appropriately licensed.
- Must have liability insurance.
- Children must have adequate space & supervision.
- Transportation provided by the center or under center authorization shall comply with state law.

SECTION 2 – Staff

1. Staff Responsibility

- The director is responsible for selecting employees and for staff, program, and day-to-day operation of the center.
- At a single-site operation, the director must be in attendance at least half of the total hours.
- At a multi-site operation, the director must be employed full-time in that capacity.
- A staff member must be designated as in charge in the director's absence.
- A person who has a physical, mental, or emotional condition which is in any way harmful to children must not be present with children.
- All staff, volunteers, and substitutes must be screened through the T.B.I. registry.
- Children must not be in the care of a person who has committed crime(s) against children.
- The behavior of the staff must reflect understanding of the development of young children.
- An adult must be designated as the administrator over the school-age program.

2. Personnel Policies

- Each employee must receive a written statement of the center's personnel policies.

3. Staff Qualifications

- Each employee must be physically, mentally, and emotionally capable of performing his/her duties.
- Each new staff member must serve a 3 to 6 month probationary period under close supervision with a performance review before that period ends.
- Each new employee must receive instruction in:
 - Program philosophy
 - Job description
 - Personnel policies
 - Receiving and dismissing policies
 - Child abuse detection, reporting and prevention
 - Parent/center communications

- Disease control & health promotion
- Overview of child care standards
- The director must have a high school diploma & 4 yrs. full-time experience working with children.
- Care givers/teachers must have high school diploma and be 18 yrs. or older.
- Auxiliary staff must be physically and mentally able to perform in their positions.
- All staff are required to have 6-12 hrs. training annually.

4. Supervision & Grouping of Children

- Each group of children must have adult supervision (a group = children in one room).
- If there are two or more care givers in one room, one must be the lead care giver.
- If there are more than 12 children in the center, another adult must be present. The adult/child ratios must be met for ages three and under.
- Swimming and field trips require ratios be doubled.
- Each group must have their own space.
- Adult/child ratios:

Single-Age Grouping and Adult:Child Ratio Chart

Age at beginning of school yr.	Maximum Group Size						
	8	12	14	16	18	20	No Max
Infants: 6 wk. – 15 mos.	1:4						
Toddlers: 12 - 30 mos.		1:6					
2 yrs. (24 – 35 mos.)			1:7				
3 yrs.					1:9		
4 yrs.						1:13	
5 yrs.						1:16	
School Age (K & above)							1:20

Multi-Age Grouping and Adult:Child Ratio Chart

Age at beginning of school yr.	Maximum Group Size									
	8	10	12	14	16	18	20	22	24	No Max
Infants / Toddlers: 6 wks. – 30 mos.	1:5									
2 – 4 years						1:8				
2 ½ - 3 years (30 – 47 mos.)							1:9			
2 ½ - 5 years								1:11		
2 ½ - 12 years	1:10									
3 – 5 years (includes 3 – 4 years)									1:13	
4 – 5 years										1:16
5 – 12 years										1:20

- Auxiliary staff may not be included in the A/C ratio, except in an emergency.
- The cook cannot be included in the A/C ratio.
- Infants must not be grouped with children over 3.

5. Nap Times

- One adult must supervise in each nap room.
- The A/C ratio and maximum group size can be loosened 50% during naptime (except for the infant/toddlers group).
- Infants must be touched every 30 minutes while sleeping. If they are determined not to be breathing, CPR must be administered immediately.

SECTION 3 – Equipment

General – all equipment (indoor and outdoor) must be safe, clean, and age-appropriate. Any damaged equipment must be repaired or removed immediately.

1. Infants/Toddlers

- Equipment and space for climbing, crawling, and pulling that is not in a crib or playpen must be provided.
- Educational aids and toys must be provided for quiet and active play.

2. Infants, Toddlers, and Preschoolers

- Each child must have access to at least two toys during play.
- There must be a variety of educational materials & toys that children can reach (unless it is something that must be teacher directed).

3. Indoor/Outdoor

- Indoor and outdoor climbing equipment must be anchored securely.
- Outdoor area must be safe and arranged to avoid accidents.
- Children must have a place for their belongings.
- There must be enough equipment so children have choices.
- There must be an outdoor play area when children are in care for 3 or more daylight hours.

4. Naptime & Sleeping Equipment

- Individual cots or two-inch mats with a clean covering to place under the child and another to place over the child must be provided for pre-schoolers and mature toddlers.
- Infants must have individual cribs with open tops. Each crib must be at least 22”x36”. Soiled sheets and coverlets must be replaced immediately.

SECTION 4 – Program

1. Schedule & Routines

- A daily routine (snacks, meals, and rest) must be established.
- There must be a balance between vigorous and quiet play & free-choice and teacher-directed activities.
- Television programs must be limited and non-violent. If TV programs, tapes and computers are used, other choices should be available. Parents must be informed of shows and movies to be shown.
- Children in care more than three daylight hours must be allowed play time.
- There must be a one-hour rest period for pre-schoolers in care for more than 6 hours.
- For infants and toddlers: each care giver must provide consistent care for a specific child or children.
- Time, other than basic care, must be provided for an adult to give individual attention to each child, and for children to interact with each other.
- Staff must monitor computers.

- Outdoor play must be offered, weather permitting.
- Children should be able to form their own sleep patterns.
- A quiet area must be available for children.

2. Behavior Management

- Care givers must be knowledgeable of developmentally appropriate behavior.
- Discipline must be reasonable and age appropriate.
- Redirection should be used when possible.
- Children must be praised and encouraged for good behavior.
- Punishment cannot be shaming, frightening, or injurious. No corporal punishment.
- Punishment must not be related to food, rest, or toileting.
- Infants' and toddlers' self-worth must be developed.

3. Educational Activities

- A daily progress must provide opportunities for learning and self-expression and participation in a variety of creative activities.
- Children must have choices regarding activities and an opportunity to help plan activities.
- Indoor physical activities using both small and large muscles must be provided.
- Staff must plan ahead for age-appropriate activities.
- Curriculum must include instruction in personal safety (including a prevention of child abuse component) at least once a year.
- Activities must be based on sound educational practices.

4. Nighttime Care

- Centers providing this care must provide calming activities preceding bedtime, and routine hygiene must be encouraged and supervised.

SECTION 5 – Health & Safety

1. Children's Health Records

- Before an infant/toddler (8 wks. – 30 mos.) or preschooler is accepted for care, the child must have proof of immunization in accordance with current Tennessee law by having a certification form signed or stamped by a physician or certified health care provider. Known allergies must be indicated on this form. Foreign-born children must present evidence of TB screening.
- A copy of each child's health history and immunization record must be on file at the center. The record must state immunizations that have been completed and when future ones should be completed.
- If immunizations are not continued by the parent, the child **cannot** remain at the center.

Exceptions to rules A) and B):

- The child's physician provides a signed and dated statement giving a medical reason why a child cannot receive a specific immunization.
- The child's parent provides a signed written statement that such

immunizations conflict with his/her religious tenets and practices.

- Before an infant/toddler is accepted for care, proof must be shown of the child's physical exam within 3 mos. prior to admission, signed or stamped by a physician.
- Each infant must have on file an official health record stating they received their first eight weeks old medical check-up.
- Instructions for any child's special health needs must be documented.

2. Children's Health

- Children must be checked on arrival and observed for signs of communicable disease during the day. Any child developing fever, diarrhea or other contagious symptoms must be excluded from the group until their parents can come.
- Impetigo or diagnosed strep must be treated properly for 24 hrs. before readmission.
- Children having lice or scabies must show proof of treatment to be readmitted.
- Parents of every child enrolled must be notified if any communicable diseases has been introduced into the child care center.
- A child's parents must be notified if their child is hurt and becomes ill.
- Prescribed internal and external medications must not be administered to a child by center staff except under the direction of a physician and with the parent's written permission. **Medications must be labeled with the child's name and specific instructions for administering them.**
- Administration of medications and noticeable side effects must be charted and reported to parents.
- All medicines must be kept in a locked storage container.
- Refrigerated medicine must be inaccessible to children.
- Disposable tissues must be available for wiping noses. Hands must be washed after using tissues.
- Disposable wipes or paper towels shall be used individually and then thrown away.
- If toothbrushes are used, they must be labeled with the child's name and stored to air dry.
- Children may only use their own combs or brushes, which must be labeled and stored with each child's personal belongings.
- No smoking allowed in the presence of children.
- Infants/toddlers must be allowed to form own patterns of sleep.
- Children cannot be forced to sit on the potty for more than 5 minutes.
- Toilet training must never be begun immediately after admission of child to center. Training may begin after child is adjusted well to the center.
- Children must be diapered and cleaned when wet or soiled.
- Diapering must be done in a designated area that is off the floor, on a washable surface, and located near a sink. The diapering area must be sanitized after each change.

3. Staff Health

- Before beginning work, all staff must have on file written evidence of a physical and statement that their general mental and physical condition will permit them to direct and actively participate in the activities of young

- children.
- An updated physical must be obtained every third year. A statement of mental or emotional health must be obtained if deemed necessary by the department.
- Each staff member (full, part-time, or volunteers) must have evidence of a TB test or chest x-ray with negative results on file.
- All employees must consistently wash their hands under running water after changing a diaper, helping with toileting, personal toileting, and handling food.

4. Safety

- At least one staff member who has completed the basic CPR course must be on duty at all times.
- At least one staff member who has completed a first aid course within the last three years must be on duty at all times.
- A first aid chart must be posted and staff must be familiar with its content.
- A regulation first aid kit must be on the premises.
- No guns. Dangerous utensils or tools must be inaccessible to children.
- General emergency numbers must be posted by telephones and each child's emergency numbers must be readily available to all staff members at all times.

SECTION 6 – Food

1. Nutritional Needs

- The person responsible for meal planning in the center must follow a food service guide from the Health Dept., Dept. of Ed., or Human Services.
- The week's menus must be planned and posted before the first day of each week for parents. Substitutions allowed if food contains same nutritional value.
- Children in center at least 3 hrs. must receive a snack. Snacks must follow the food service guide's recommendations. If lunch falls during the three hours, it must be served.
- Cokes, candy, Kool-Aid, etc. cannot be served as a snack. Only bread products, fruit, juice, milk, or vegetables may be served.
- For children in the center five to ten hours, one meal and one to two snacks must be provided (using the guide's recommendations).
- Breakfast must be served to children arriving at the center before 7:00 a.m. and who have not had breakfast at home.
- Special diets must be prepared as prescribed by a doctor.
- Food must not be forced on or withheld from a child. Dessert or sweets must not be used as a reward or punishment.
- Infants must be fed according to the "Feeding Your Baby" pamphlet from DHS, unless otherwise specified by parents.
- If specific instructions for feeding are prescribed by a doctor or given by a parent, they must be in writing, and the center must follow them unless the staff does not feel they meet the child's nutritional needs. In this case a consultation with parents and a nutritionist or child's physician must occur.

- When introducing new foods to infants and toddlers, foods must be introduced one at a time over a five day to seven day period with parent's approval.
- Feeding schedules for infants should be based on need rather than time.
- Parents and co-workers must work together in weaning children.
- Weaning must not be started immediately after admission into center.
- Child must be familiar with cup before its substitution for bottle.

2. Meal Service

- Care givers and children must wash their hands before eating or prior to handling food.
- High chairs and tables must be sanitized before and after snacks and meals.
- Floors under tables and high chairs must be swept, vacuumed or mopped after eating.
- Individual napkins, forks, spoons, and dishes must be provided for children who feed themselves.
- Food portions must be adequate to meet children's needs.
- Solid foods (cereals also) must not be given in bottles or infant feeders to children with normal eating habits.
- Preschoolers must be seated at low tables in child-size chairs and care givers must sit with them.
- All infant's formulas and foods brought from home must be labeled with the child's name. Milk must be placed immediately in the refrigerator. Milk and formula cannot be placed back in the refrigerator once warmed, and any uneaten portion must be discarded.
- Previously opened baby food jars will not be accepted in the center.
- Infants/toddlers who are unable to sit in a high chair, infant seat, or at the table, must be held while being fed. No propped bottles, or bottles given to infants lying flat.
- Children capable of using a high chair must be allowed to experiment with food, with feeding themselves, and to eat with fingers or spoons.
- If dishes are used, they must be unbreakable.

SECTION 7 – Physical Facilities

1. General

- Plans for new construction, renovations, or additions must be constructed according to standards set by the TN Dept. of Commerce and Insurance and the Division of Food and Sanitation of the TN Dept. of Health and environment.
- Initial approval – facilities must be inspected by a Fire Marshal and Environmentalist from the TN Dept. of Health and Environment.
- Centers must be in buildings not hazardous or dangerous to children.
- All facilities must be receive annual fire and health inspections.
- All centers must have a working telephone.
- Centers must have 30 square feet of usable space per child, including naptime. Playgrounds must have 50 square feet per child and safeguards must be in place, if warranted.

Summary of Church-Related Home School Requirements

Parent's Education:

Grades K-8 – Determined by state recognized church-related school

Grades 9-12 – High school diploma or GED

Registration:

Grades K-8 – With state recognized church-related school at the time home schooling begins

Grades 9-12 – With state recognized church-related school an local school system at the time home schooling begins

Curriculum:

Grades K-8 – Determined by state recognized church-related school

Grades 9-12 - Determined by state recognized church-related school

Attendance:

Grades K-8 – Hours determined by state recognized church-related school, 180 days per year

Grades 9-12 – Hours determined by state recognized church-related school, 180 days per year

Record Keeping and Reporting:

Grades K-8 - Determined by state recognized church-related school

Grades 9-12 - Determined by state recognized church-related school

Testing:

Grades K-8 - Determined by state recognized church-related school

Grades 9-12 – An annual standardized achievement test OR the Sanders Model of value-added assessment, whichever is in use (Secondary Subject Area Tests)

Location and Cost of Testing:

Grades K-8 - Determined by state recognized church-related school

Grades 9-12 – Not specified in statute

Test Sanctions:

Grades K-8 - Determined by state recognized church-related school

Grades 9-12 – Below average level of achievement 2 yrs. in a row, child shall be enrolled in a public or private school

Enter or Re-enter Public or Approved Private School:

Grades K-8 – Must be tested for grade placement

Grades 9-12 – Must be tested in each subject for credit toward graduation

High School Diploma or Certificate of Attendance:

Grades K-8 – None

Grades 9-12 – None

Appendix 1

Table of Contents

Hiring Employees/ TANAS Administrator and Teacher Criteria and Evaluation

General Education Performance Standards

Teacher Contract Information Checklist

Samples:

Teacher Covenant (or contract)

Application for Employment

TANAS Teacher Evaluation Form

In-service Record

Hiring Employees

If your school is considering the decision to hire employees to accomplish the necessary tasks of teaching, record keeping, and possibly building and grounds maintenance, you will need to request the following publication from the Internal Revenue Service. Call 1-800-TAX-FORMS, or go to www.irs.gov and request a copy of *Publication 15, Circular E, Employer's Tax Guide*. This guide will explain the definition of an employee and a non-employee. It will also guide you in requesting an Employer Identification Number, which will be used on all forms filed with the IRS regarding your payroll expenses and deductions.

Once employees are hired, it will be necessary to file form 941 with the IRS each quarter. This form reports the amount of gross wages paid to all your employees, and the amount of federal taxes, Social Security taxes, and Medicare taxes that is due to the IRS. These taxes must be paid to the United States Treasury on a regular basis. The IRS has established requirements, which are explained in the *Publication 15, Circular E, Employer's Tax Guide*, to determine if you must send payments to them on a semi-weekly, monthly, or quarterly basis.

It is not necessary for your school and church to have a separate Employer Identification Number. Your school, if completely operated under the authority of the church, may use the same EIN that is issued by the IRS to the church.

TANAS ADMINISTRATOR AND TEACHER CRITERIA AND EVALUATION **CATEGORY 4 (CHURCH-RELATED)**

QUALIFIED STAFF

The key to students achieving academic excellence depends a great deal upon the instructors and their ability to impart information in a manner in which the students comprehend the material.

In selecting teachers, one should look for academically qualified persons. One must keep in mind that certification does not always mean that person is qualified.

Because schools are a ministry of a local church or other bona-fide church organization, each school's hiring committee (be it school board, administrator, pastor, or others) must keep in mind that they are selecting teachers who will be instilling Biblical principles and Godly character in the students they serve.

Schools' hiring committees should select staff based not only on their academic qualifications, but also on the scriptural principle of the Call of God and the Gift of Teaching. (See Romans 12:6-8; I Corinthians 12:5-11, 28-31; and Ephesians 4:11-16)

Category 4 schools are not required to hire certified teachers. However, it is important to establish your own standards for hiring. Below are some guidelines to consider when hiring or training.

- 1) Possesses a "gift" for teaching and understands and demonstrates Godly character;
- 2) Knows the subject, truth, skill, or art to be taught and can teach from a full mind and a clear understanding;
- 3) Knows familiarly the language (vocabulary) of the subject to be taught (i.e. math language, science language);
- 4) Can assess where a child is in their learning and can link new knowledge to known facts of a particular subject or skill;
- 5) Can arouse and use a student's mind to grasp a desired thought or to master a desired skill or art;
- 6) Can test or assess the proof of teaching done.

*Guidelines 2-6 from *The Seven Laws of Teaching*, by John Milton Gregory

Following are six areas of performance standards and measurement statements to help you in staff development and evaluation.

GENERAL EDUCATION PERFORMANCE STANDARDS

Domains and Indicators with Measurement Statements

I. PLANNING

A. Establishes appropriate instructional goals and objectives

- ◆ Establishes long-term instructional goals reflecting a student-centered curriculum
- ◆ Develops learning goals and objectives that address student needs at the appropriate instructional level
- ◆ Constructs goals and objectives that address the thinking processes

B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals

- ◆ Evaluates how to achieve learning goals, plans learning experiences that are developmentally appropriate and relevant to students, and connects those concepts to real life and future careers
- ◆ Designs instruction that appropriately matches the goals and objectives, learning strategies, assessments and student needs
- ◆ Designs instruction that allows students to integrate knowledge, skills, and methods of inquiry from several related subject areas
- ◆ Designs instruction that appropriately integrates a variety of materials, human resources, and technology to enhance student learning

C. Plans instructional opportunities that are adapted to diverse students

- ◆ Understands and identifies differences in student approaches to learning and performance
- ◆ Assesses individual and group performance in order to design instruction that meets students' current needs
- ◆ Designs instruction that addresses the needs of students with diverse cultural and language backgrounds and different learning needs

II. TEACHING STRATEGIES

A. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful

- ◆ Demonstrates an understanding of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline being taught
- ◆ Varies the instructional role (e.g., instructor, facilitator, coach, and member of the audience) in relation to the content and purposes of instruction and the needs of students
- ◆ Uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings
- ◆ Paces the lesson appropriately
- ◆ Clarifies directions and explanations when students misunderstand

B. Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills

- ◆ Uses appropriately multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving, and performance capabilities
- ◆ Uses strategies which help students assume responsibility for identifying and using varied learning resources
- ◆ Provides practice activities which support the achievement of the instructional goal and objectives

C. Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning

- ◆ Engages students in generating knowledge
- ◆ Links learning with students' prior knowledge, experiences, and cultural backgrounds
- ◆ Elicits examples of student thinking and stimulates student reflection on their own ideas and those of others
- ◆ Facilitates the students' internalization of the learning and the development of employability skills
- ◆ Organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals

III. ASSESSMENT AND EVALUATION

A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions

- ◆ Uses assessment strategies and instruments appropriate to the learning expectations being evaluated (affective as well as academic)
- ◆ Solicits and uses information from a variety of sources about students' experiences, learning behaviors, needs, attitudes and progress to make initial and ongoing instructional decisions
- ◆ Interprets assessment data appropriately and uses this information for diagnosis and instruction

B. Communicates student status and progress to students, their parents, and appropriate others

- ◆ Organizes systematically and maintains useful records of student work and performance and communicates student progress knowledgeable and responsibly to students, parents, and appropriate others
- ◆ Provides prompt and immediate feedback to students to focus them on what needs to be done to move to the next performance level

C. Reflects on teaching practice by evaluating continually the effects of instruction

- ◆ Uses a variety of assessment techniques to evaluate the effectiveness of the implemented curriculum and the instructional strategies
- ◆ Monitors the teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
- ◆ Uses student performance data for improving instruction
- ◆ Assesses, analyzes, and communicates accurately the effectiveness of the instruction

D. Evaluates student performance and determines the amount of progress

- ◆ Evaluates student academic achievement and determines the amount of progress
- ◆ Evaluates student attitudes toward learning and determines the amount of positive change

IV. LEARNING ENVIRONMENT

A. Creates a learning climate that supports the development of student abilities

- ◆ Uses a range of strategies to create a learning community where students are encouraged to assume responsibility for themselves and others at a level commensurate with their abilities, work collaboratively and independently, and engage in purposeful learning activities
- ◆ Assists the students in developing shared expectations for student interactions, academic discussions, and individual and group responsibilities
- ◆ Establishes and maintains standards of mutually respectful interaction within the classroom
- ◆ Uses classroom management techniques that foster self-control and self discipline
- ◆ Communicates with and challenges students in a positive, purposeful manner

B. Manages classroom resources effectively

- ◆ Organizes, allocates, and manages the resources of time, space, facilities, activities, instructional assistants and volunteers, and attention in order to provide active and equitable engagement of students in productive learning
- ◆ Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior
- ◆ Demonstrates flexibility and modifies classroom processes and instructional procedures as the situation demands

V. PROFESSIONAL GROWTH

A. Collaborates with colleagues and appropriate others

- ◆ Identifies situations in which collaboration with others will enhance learning for students
- ◆ Articulates the purpose, scope, and outcomes of each collaboration
- ◆ Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals
- ◆ Participates in collegial activities designed to make the entire school a productive learning environment

B. Engages in professional development

- ◆ Provides evidence of performance levels and articulates strengths and priorities for growth
- ◆ Articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goal(s)
- ◆ Engages in relevant professional development activities and follows through with the plan
- ◆ Shows evidence of an increased capacity to facilitate student learning

C. Performs professional responsibilities efficiently

- ◆ Maintains accurate and up-to-date records
- ◆ Completes assigned tasks on schedule
- ◆ Maintains a satisfactory record of punctuality and attendance
- ◆ Follows applicable policies and procedures
- ◆ Maintains confidentiality and fulfills legal responsibilities

VI. COMMUNICATION

A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others

- ◆ Demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the audience
- ◆ Models effective communication strategies in asking questions, listening, giving directions, probing for understanding, and helping others to express their ideas
- ◆ Uses appropriate grammar and word choice for the clear and concise exchange of information

B. Writes clearly and correctly

- ◆ Uses correct grammar
- ◆ Organizes information logically
- ◆ Designs communication appropriate to the audience

TANAS
Teacher Contract Information

- Name Of School**
- School Term Designated**
- Position**
- Job description/ responsibilities**
- Beginning Date**
- Hours Designated**
- Salary**
- Payment Schedule**
- Benefits**
- Dated Signature of Employee**
- Dated Signature of Employer**

Teacher Covenant (or Contract) Sample

Your School Name Here

As an employee of _____ (School Name) _____ (under the direction of _____ Church), I understand that I am first a representative for the Lord Jesus Christ. With this understanding in mind, I pledge to be a faithful disciple of Christ. I will show my love for Him by obeying Him. I will maintain faithful attendance to church, monetary support through tithes and offerings, submission to church leadership, and personal and congregational study of God's word. I will do my utmost to live an exemplary life of discipleship for students that I disciple.

As a teacher at _____ (School Name) _____ I also recognize that I am a servant to the parents of my students and as such, I will always seek to promote their position of authority with their children. It will be my goal to teach the academic content of each and every subject with zeal and knowledge in cooperation with the parents of my students. I will try to instill in my students a love of learning that will last a lifetime. And with these goals in mind, I will go before my students as a lifelong learner, submitting myself to any staff training that is deemed necessary by the leadership of our academy.

I agree to uphold the doctrines of the sponsoring church of our academy, the philosophies of education of our academy, and the policies of the academy without murmuring or complaint. If a question should arise in my mind concerning any of the above, I will seek answers from the proper authorities. I will not cause division or disunity among the staff.

I understand that I will begin teaching on ___/___/___ and will continue working at least through the _____ - _____ school year, unless circumstances prevent it. I agree to the starting pay of _____ per hour, which will be issued on a (weekly or bi-weekly) basis, and agree to arrive at the school at ___ a.m. and remain there until ___ p.m., or until all of my students have left the campus. I understand that the school provides _____ (list benefits) _____ and that I must pay all co-pays and other expenses related to these areas.

I agree to a yearly evaluation of my teaching performance, knowing that any pay increase will be directly affected by my willingness to improve or train in a given area. I also agree that any lack of participation on my part in further training or improvement in academic subjects, personal relationships, or personal discipleship could lead to a pay decrease, reassignment, or even dismissal from employment at the academy.

Signed: _____ Date _____

Employer: _____ Date _____

APPLICATION FOR EMPLOYMENT

Date of Application: _____

Name: _____ Social Security #: _____

Current Address: _____
Street City State Zip

How long at this address?: _____ Telephone # _____

PERSONAL DATA:

Age: _____ Date of birth: _____ Place of birth: _____

Are you presently: Single Separated Married Divorced Widowed

How long married? _____ Number of children? _____ Ages of children? _____

Spouse's name _____ Spouse's occupation _____

Have you ever been divorced? _____ Has your spouse ever been divorced? _____

How many people are totally dependent on you for support? _____

Present church membership? _____

Spouse's religious affiliation? _____ Congregational membership _____

In what congregational activities have you been involved, and how? _____

Height _____ Weight _____ Do you smoke? _____ Drink? _____

List any physical defects or injuries _____

Can you furnish a certificate of good health? _____ Date of last physical _____

How much time have you lost from work due to personal illness in the last three years? _____

Hobbies _____

Parents' name and address _____

Parents' church membership _____

Position desired _____

Specify grades or subjects you prefer _____

In what extra-curricular activities are you interested? _____

Have you ever failed to have teaching contract renewed? _____ If yes, please give reason

If offered a position, when would you be available? _____

EDUCATIONAL PREPARATION:

Elementary school attended: Location _____ Grades completed _____

High school location _____ No. years attended _____ Date graduated _____

Teachers College(s) _____

University or Technical _____

Summer Schools _____

Work completed by correspondence _____

Kind of professional Certificates held _____ Other certificates

held _____

TEACHING EXPERIENCE: (Including Bible Teaching) Attach supplementary sheet for extra space. Please send a complete transcript of all college work.

<u>Position</u>	<u>City & State</u>	<u>Grades Taught</u>	<u>Subjects Taught</u>	<u>Time Taught</u>	<u>Salary</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

REFERENCES: Give names of superintendents, principals, professors, and others who have known your training, experience, and church activities.

<u>Name</u>	<u>Position</u>	<u>Address</u>	<u>Telephone</u>
_____	_____	_____	_____
_____	_____	_____	_____

Explain in your own handwriting why you wish a position.

Signature

Date

TANAS
Teacher Evaluative Criteria

School: _____ Date of Evaluation: _____

Teacher: _____ Number of Students: _____

Grade Level/Subject: _____ Time of Evaluation: _____

Philosophy

- Exhibits understanding of school’s philosophy _____
- Exhibits Biblical understanding of education _____
- Communicates the call of God _____
- Staff interaction _____

Public Relations

- Communicates well with parents _____
- Communicates the vision of the school to the community _____

Curriculum Planning

- Establishes appropriate instructional goals & objectives
 - Long-term goals reflecting student-centered curriculum _____
 - Learning goals address student needs at appropriate level _____
 - Constructs goals that address the thinking processes _____
 - Sets priorities within curriculum guidelines _____
 - Supports objectives with written lesson plans _____
 - Integrates Christ/Bible into all subjects _____
- Plans instruction based on subject matter, students, community, and curriculum
 - Evaluates how to achieve learning goals _____
 - Plans relevant & level-appropriate learning experiences _____
 - Connects concepts to real life & future careers _____
 - Designs instruction that matches goals & objectives _____
 - Plans for learning strategies, assessments, & student needs _____
 - Plans for integration of knowledge & skill from related subjects _____
 - Uses learning aids: materials, human resources, technology _____
- Plans instructional opportunities that are adapted to diverse students
 - Understands different approaches to learning & performance _____
 - Designs instruction that meets students’ current needs _____
 - Addresses diverse cultural, language, learning needs _____
 - Plans instruction to promote student mastery _____
 - Incorporates cognitive levels of learning _____

Teaching Strategies & Implementation

- Understands central concepts, tools of inquiry, structures of disciplines taught & provides students access to information through experiences which make subject matter meaningful
 - Understands major concepts, assumptions, debates, processes of inquiry central to discipline being taught _____
 - Uses appropriate delivery strategy _____
 - Uses multiple representations & explanations of disciplinary _____

- concepts that link key ideas to students' prior understandings _____
 - Paces the lesson appropriately _____
 - Clarifies directions & explanations students misunderstand _____
 - Clearly communicates specific learning objectives _____
 - Uses examples & illustrations _____
 - Understands & uses a variety of instructional strategies to help develop critical & creative thinking, problem solving, and performance skills
 - Uses multiple strategies to engage students in active learning _____
 - Helps students learn to identify & use varied learning resources _____
 - Provides practice activities in support of instructional goals _____
 - Maintains student attention _____
 - Uses questions to promote understanding _____
 - Creates a learning environment that promotes active learning, positive intellectual interactions, and student ownership of learning
 - Engages students in generating knowledge _____
 - Links learning with prior knowledge, experience, & culture _____
 - Elicits examples of student thinking & stimulates reflection on ideas _____
 - Facilitates internalization of learning & development of work skills _____
 - Organizes, prepares for, & monitors independent & group work _____
 - Encourages all students to participate & respond _____
 - Monitors seatwork closely _____

Assessment & Evaluation

- Uses assessment strategies & instruments to obtain information about students & their ongoing progress and uses the information to make instructional decisions
 - Uses assessment strategies & instruments appropriate to the learning expectations being evaluated (affective & academic) _____
 - Solicits & uses information from a variety of sources about student experience, learning behaviors, needs, attitudes, and progress to make initial & ongoing instructional decisions _____
 - Interprets assessment data correctly & uses it to plan instruction _____
- Communicates student status & progress to students, their parents, and others
 - Organizes systematically & maintains records of student work _____
 - Provides prompt feedback to students to focus on what needs to be done to move to the next performance level _____
- Reflects on teaching practice by continually evaluating the effects of instruction
 - Uses a variety of assessment techniques to evaluate the effectiveness of the implemented curriculum & instructional strategies _____
 - Monitors teaching strategies & behavior in relation to student success, modifying plans & instructional approaches accordingly _____
 - Uses student performance data for improving instruction _____
 - Assesses, analyzes, and communicates effectiveness of instruction _____
- Evaluates student performance and determines the amount of progress
 - Evaluates academic achievement & determines amount of progress _____
 - Evaluates attitudes toward learning & determines positive change _____

Learning Environment

- Creates a learning climate that supports the development of student abilities
 - Uses varied strategies to create a learning community where students are encouraged to:
 - Assume responsibility for themselves and others according to their abilities _____
 - Work collaboratively and independently _____
 - Engage in purposeful learning activities _____
 - Helps develop shared expectations for student interactions, academic discussions, and individual & group responsibilities _____
 - Sets & maintains rules of respectful interaction in the classroom _____
 - Uses classroom management techniques to foster self-discipline _____
 - Speaks to and challenges pupils in a positive, purposeful manner _____
 - Demands respect from students _____
 - Maintains control of classroom atmosphere _____
- Manages classroom resources effectively
 - Organizes, allocates, and manages time, space, facilities, activities, assistants, volunteers, and attention to provide active engagement in productive learning _____
 - Maximizes amount of class time spent in learning by creating expectations & processes for communication & behavior _____
 - Demonstrates flexibility & modifies classroom processes & instructional procedures as the situation demands _____
 - Maintains a grade book & appropriate entries _____
 - Maintains a neat & attractive room _____
 - Displays resourcefulness in handling classroom distractions _____

Relationship with Students

- Encourages through praise _____
- Gives reproof in love _____
- Sets an example of Christian character _____
- Sees each student as having worth & potential _____
- Recognizes problems easily _____
- Exhibits an ability to minister to students _____

Professional Responsibilities & Growth

- Collaborates with colleagues & appropriate others
 - Identifies situations where collaboration will enhance learning _____
 - Articulates purpose, scope, & outcomes of each collaboration _____
 - Shows productive leadership or team member skills that facilitate development of mutually beneficial goals _____
 - Participates in collegial activities designed to make the entire school a productive learning environment _____
 - Adheres to school policies _____
 - Demonstrates & fosters loyalty to school and staff _____

- Engages in professional development
 - Qualifies by training & experience:
 - *Certification _____
 - Years of Experience _____
 - *Degree _____
 - Provides evidence of performance levels & articulates strengths and priorities for growth _____
 - Articulates a professional development plan to improve performance & expand teaching repertoire to facilitate student achievement of the learning goals _____
 - Engages in relevant professional development activities and follows through with the plan _____
 - Shows evidence of increased capacity to facilitate student learning _____
 - Attends in-service & other self-improvement classes & courses _____
- Performs professional responsibilities efficiently
 - Maintains accurate & up-to-date records _____
 - Completes assigned tasks on schedule _____
 - Is punctual and dependable, faithful, & organized _____
 - Follows applicable policies and procedures _____
 - Maintains confidentiality & fulfills legal responsibilities _____
 - Shows initiative _____
 - Maintains acceptable personal appearance _____

Communication

- Uses appropriate verbal & non-verbal techniques to communicate effectively with students, parents, and appropriate others
 - Shows understanding of effective communication by choosing language and delivery techniques appropriate to the audience _____
 - Models effective communication strategies in asking questions, listening, giving directions, and helping others express ideas _____
 - Uses correct grammar & wording to be clear & concise _____
- Writes clearly & correctly
 - Uses correct grammar _____
 - Organizes information logically _____
 - Designs audience-appropriate communication _____

Personnel File

- Teacher Application Résumé *Verification of Certification
 Current year contract W4 (current yr) Consent to background check
 Teacher Evaluations Photo ID

Comments: _____

** Required for Category II schools, optional for Category IV schools*

E = Excellent
S = Satisfactory
N = Needs Improvement

Person Conducting Evaluation: _____

In-Service Record

Employee name: _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Employee name _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Employee name _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Employee name _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Employee name _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

In-Service Record

Employee name: _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Seminar / In- Service Title _____

In-Service Date _____ Number of Hours _____

Accumulated Hours for this employee, for this year _____

Appendix 2

Table of Contents

Sample Forms:

Statement of School Philosophy or Objectives
Admissions Policy & Enrollment Procedures
Kindergarten & First Grade Entrance Requirements
Attendance Policies (Tardiness, Truancy, Excused & Unexcused Absences)
Policy on Promotion & Retention
Discipline Policy
Financial Policy
Lunch Program
Transportation Policy
Dress Code
Non-discriminatory Policy
Standards for Honors & Awards
High School Courses Offered
Extra Curricular Subjects or Courses Offered
Graduation Requirements
Student Report Card
School Calendars
Student Activity Sheet
Sportsmanship Covenant
Fire Drill Form
Registration & Enrollment Worksheet

Philosophy of Christian Education

This Academy starts with the premise that the only true education is a Christian education. This premise is based on the fact that only Christian education deals with all the dimensions of life as viewed from a Biblical perspective.

In order for an educational program to be academically sound and instructionally effective, it must be founded upon Christian education principles that recognize the true nature of God, of truth, of knowledge, and of man. Implicit in Christian education are these basic truths:

1. Man does possess a spiritual dimension (Gen. 1:26-27).
2. Education involves the total being – spiritual, physical, intellectual, and social (Prov. 9:9).
3. Each person possesses unique individual potential, traits, and needs (Rom. 12: 3-8).
4. The educational experience must involve (as a primary emphasis) the development of Christian beliefs, attitudes, and skills toward zealous application.
5. An integration of Bible truth will be an inseparable and primary part of the total educational process. Christian concepts will be unified with, inseparable from, and central to the academic offerings.
6. Youth needs a steady influence while preparing to live in a complex society. Only the Bible has the answers to man's needs and longings, and therefore, will serve as our final authority on all questions.

Basic Educational Goals

1. It will be the goal of this school to aid the home and church in teaching children the Biblical principles and knowledge necessary to prepare them for life and eternity.
2. The school will provide the atmosphere and opportunity for the children to receive a basic education that states the Bible is the Word of God and the guide for all areas of life.
3. The school will be an aid to the home in developing in children good study habits, the ability and desire to continue the process of education after school, an appreciation for physical labor, strong moral character, honesty, dependability, a fear of God, and obedience to His Word.
4. The school will teach the children the proper respect for authority in the home, church, school, and state. The children will be taught not to speak evil of those in authority, but rather to be subject to them and to pray for them.
5. Children will be taught to be self-supporting as adults and to avoid becoming a liability to the society in which they live.
6. The school will focus on the fundamentals of Bible, Language Arts, Mathematics, Social Studies, and Science with an appreciation of the arts.

Admissions Policy

Option 1: This school is operated especially for the children whose parents are members of _____ Church. Exceptions may be considered on an individual basis, subject to the approval of (school board, administrator, pastor, etc.).

Option 2: This school is open to the Christian community. Any family who faithfully attends a local church may apply. All applicants must be interviewed, and all applications are subject to the approval of (school board, administrator, pastor, etc.).

Option 3: This school is open to the general public. Anyone may apply for enrollment. All applicants must be interviewed, and all applications are subject to the approval of (school board, administrator, pastor, etc.).

Enrollment Procedures

All decisions concerning the admission and enrollment of a family into this school will be made by (school board, administrator, pastor, etc.). Details of the enrollment procedure were developed by the school administrator. The enrollment procedure includes:

1. Carefully reading the Handbook for parents and students.
2. Attending an initial parent orientation designed to communicate to parents what is expected if accepted into the school.
3. Parents scheduling an interview with a school official and/or admission committee. The student(s) should also attend the interview.
4. Completing all forms in the "Enrollment and Student Cumulative Record" packet.
5. Parents making the necessary financial arrangements required by the school.
6. School arranging a schedule for testing and placement of each student.

Kindergarten Entrance Requirements

A child entering kindergarten must be five years old on or before August 15. Before a child can be admitted, the following records must be on file:

1. Physical examination
2. An up-to-date immunization record. If the required immunizations are not given, we must have a statement signed by the parent stating that the child has not been immunized and tuberculin-tested because of religious convictions or other objections to immunization.
3. A pre-school vision test
4. A pre-school hearing test

A record of these requirements must be on file in the office before your child is allowed to enter the Academy. A child does not have to enroll in school at five years of age, but enrollment must occur no later than the child's sixth birthday.

Attendance Policy

It is the responsibility of the student and parent to create the habit of being punctual and regular in attendance. The school's administrator and other staff feel that faithful attendance is necessary for maximum benefits.

Excused Absences:

1. Personal illness, injury, or doctor appointments that cannot be scheduled after school hours.
2. Illness in the immediate family that requires the student's presence.
3. Death in the family.
4. Absences with prior approval from the Administrator.

*The student's teacher or the administrator must be notified as quickly as possible concerning any absences.

Unexcused Absences:

Unexcused absences include any absence not meeting the above criteria and absences whose reasons were not communicated in advance to the teacher or administrator.

Truancy:

Truancy is defined as an absence without the knowledge and consent of parents or the school staff. This would include leaving school without permission before the end of the day, or staying out of any scheduled class without permission. Such action will not be tolerated. Students will be reported to the truancy officer if they accumulate 5 unexcused absences over the course of a year.

Tardiness:

Each student is expected to be in the classroom when the period begins. All students must come to class fully prepared with the materials needed for class. Discipline for tardiness will be left to the discretion of the student's teacher.

Discipline Policy

Correction of Offenses:

Teachers will generally be responsible for the conduct of students throughout the school day. Students should expect to be corrected by a teacher whenever they are guilty of any one of the thoughtless acts that are not in the best interest of the school. In the case of minor infractions, parents will generally not be contacted unless the teacher's corrective action has proven unsuccessful, in which case parents will be informed and involved. The school administrator will generally be responsible for handling the more serious offenses. Parents will be notified of the nature of the offense and of the disciplinary action taken.

Disciplinary Action Alternatives:

Alternatives can be, but are not limited to, the following:

1. Parent Conferences
2. Noon or Recess Detention
3. Work Detail
4. Non-participation in Extracurricular Activities
5. Paddling
6. Release to Parental Custody

Corporal Punishment:

The Academy reserves the right to corporally punish a student for rebellion involving major offenses or continued minor offenses. Paddling may be administered by a teacher or administrator, subject to approval by parents. (Prov. 22:15, Prov. 23:13-14) Direct parental involvement will be used when at all possible.

Financial Policy (sample)

The Academy operates as an integral and inseparable part of the Church. Therefore, the school is considered to be a "faith ministry". As such, the financial support for the school comes from tithes, offerings, and gifts of members of the Church, as well as from tuition and registration fees.

The monetary support for the school is treated as a regular budget line item of the Church. Costs of student curriculum materials are to be paid by the parents. A registration fee will be charged at the first of each school year, this fee covers: fees charged by outside state or national organizations which keep us covered legally, upkeep of the student's yearly files, and copying charges for extra student work. Parents will be informed prior to each school year what the approximate monthly costs will be to support each child in the program. Non-members permitted to send their children to this school will pay tuition as determined by (board, elders, etc.).

Lunch Program

Option 1: All students are required to bring their lunch to school. On certain “special” days, the school will serve a hot lunch. Parents will be notified as to the date. Students who drive will be permitted to leave school for lunch if they have written parental permission.

***Option 2:** The Academy will provide students the option of buying their lunch from the school cafeteria. Any students who do not wish to buy their lunch from the cafeteria may bring their own lunch or (if they drive) may leave the campus if they have written parental permission.

*If option 2 is used, the school must be approved by the Department of Health.

Transportation

Option 1: Primarily due to cost and liability factors, the Academy does not provide transportation. Assistance will be given to help establish “car pools”. Any other effort of parents to facilitate transportation of students will be welcomed!

***Option 2:** The Academy offers a bus service. Students must be ready to meet the bus at _____ a.m. Parents of students using the bus service must sign up at the beginning of the year.

*If option 2 is used, the school must carry the appropriate insurance.

Dress Code

A student’s appearance should reflect the impression that formal learning is important enough to call for precision and neatness in dress. Style of clothing should indicate a serious academic purpose on the part of the student. Our standards for dress and grooming are in keeping with the Christian ideals that we seek to establish in those who attend the school.

To achieve these standards, we have adopted a mandatory uniform dress code. Uniforms may be purchased through the school office any time during the school year.

High School Courses Offered (sample)

Bible:

Bible courses are subject to change.

English:

Literature
Grammar & Composition
Latin Roots
Spelling
Poetry

Social Studies:

History
 World History
 American History
Geography
Economics

Science:

General Science
Physical Science
Biology
Chemistry
Physics

Mathematics:

Pre-Algebra
Algebra 1
Algebra 2
Advanced Math
Calculus

Visual Art

Music

Extracurricular Options:

Home Economics

GRADUATION REQUIREMENTS
TENNESSEE ASSOCIATION OF NON-PUBLIC ACADEMIC SCHOOLS
GENERAL & COLLEGE PREPARATORY DIPLOMAS

Language Arts	4
Math	4
Algebra I	
Algebra II	
Geometry	
One More Upper Level Math	
Science	3
Biology I	
Chemistry or Physics	
One more lab science	
Social Studies	3
U.S. History	
World History or World Geography	
Government & Economics	
Wellness (1) & P.E. (.5)	1.5
Personal Finance	.5
Computer	1
* Foreign Language	2
* Fine Art (visual and/or performing)	1

TANAS Recommended courses:

Bible	2
Speech	.5

* denotes courses required for a student on a college preparatory path, otherwise these electives should be career focused

A unit of credit in secondary courses is based on 180 class periods. These requirements meet or exceed the Tennessee Board of Regents and State Department of Education Requirements. 2009

Report Card

Name: _____

Teacher: _____

Subject: _____

Grading Scale: A= 93-100 B= 85-92 C= 80-84 Failure= 0-79

1 st Qtr.

2 nd Qtr.

1 st Sem.

3 rd Qtr.

4 th Qtr.

2 nd Sem.

Absences

Absences

Credit Earned

Absences

Absences

Credit Earned

Units counting toward "High School Graduation Requirements" may only be granted for a passing semester grade

Please see reverse side for any comments

Parent Signature: _____

Report Card

Name: _____

Teacher: _____

Subject: _____

Grading Scale: A= 93-100 B= 85-92 C= 80-84 Failure= 0-79

1 st Qtr.

2 nd Qtr.

1 st Sem.

3 rd Qtr.

4 th Qtr.

2 nd Sem.

Absences

Absences

Credit Earned

Absences

Absences

Credit Earned

Units counting toward "High School Graduation Requirements" may only be granted for a passing semester grade

Please see reverse side for any comments

Parent Signature: _____

Report Card

Student: _____

Grade: _____

Teacher: _____

Year: _____ - _____

Grading Scale: A= 93-100 B= 85-92 C= 80-84 Failure= 0-79

Subjects	1 st	2 nd	Sem	3 rd	4 th	Sem	Final Grade
“Fruit of the Spirit”							

Fruit of the Spirit				
1 = Love	4 = Patience	7 = Faith		
2 = Joy	5 = Gentleness	8 = Meekness		
3 = Peace	6 = Goodness	9 = Self-Control		
<i>Most Observable Fruit during the Quarter</i>				
Conduct/Attitude: A <input type="checkbox"/> indicates need for improvement				
Conduct Areas	1	2	3	4
Attentiveness				
Cooperation				
Effort				
Obedience				
Responsibility				
Office Visits				
Attendance				
Days Absent				
Days Tardy				

Promoted to Grade: _____

Parent Signatures: _____ (1st Quarter)
 _____ (2nd Quarter)
 _____ (3rd Quarter)

Teacher’s Signature: _____ Date: _____

Administrator’s Signature: _____ Date: _____

**SAMPLE SCHOOL CALENDAR
For 2004/2005**

(CALLED A YEAR ROUND SCHEDULE)

JULY 19	FIRST DAY OF SCHOOL	
SEPTEMBER 6	Off for Labor Day	
SEPTEMBER 17	Last Day of First Quarter	(44 Days)
<i>(THREE-WEEK BREAK)</i>		
OCTOBER 11	First Day of Second Quarter	
NOVEMBER 24	Half day because of Thanksgiving	
NOVEMBER 25 & 26	Off for Thanksgiving	
DECEMBER 17	Last Day of Second Quarter	(48 Days)
<i>(THREE-WEEK BREAK)</i>		
JANUARY 10	First Day of Third Quarter	
MARCH 10	Last Day of Third Quarter	(45 Days)
<i>(THREE-WEEK BREAK)</i>		
April 4	First Day of Fourth Quarter	
May 30	Off for Memorial Day	
June 3	LAST DAY OF SCHOOL	(44 Days)

(Total days 181*)

(SIX-WEEK SUMMER BREAK)

* Required number of days, 180.

Summary of this calendar: The academic year is divided into 4 quarters of 9 weeks each, with a 3 week break between quarters. (The second quarter is actually 10 weeks in length to accommodate the half-week for Thanksgiving)

Each school has the freedom to establish their own school schedule, as long as it meets the required number of days. A school day must be at least 6 ½ hours.

**SAMPLE SCHOOL CALENDAR
For 2004/2005**

(TYPICAL 9-MONTH SCHOOL SCHEDULE)

AUGUST 16	FIRST DAY OF SCHOOL	
SEPTEMBER 6	Off for Labor Day	
NOVEMBER 25 & 26	Off for Thanksgiving	
DECEMBER 17	Last Day of First Semester	(87 days)
<i>(TWO-WEEK BREAK)</i>		
JANUARY 3	First Day of Second Semester	
JANUARY 19	Off for Martin Luther King, Jr. Day	
FEBRUARY 15	Off for President's Day	
APRIL 8	Off for Good Friday	
MAY 20	LAST DAY OF SCHOOL	(97 days)

(Total days 184*)

(TWELVE-WEEK SUMMER BREAK)

* Required number of days, 180.

Summary of this calendar: The academic year is divided into 2 semesters of approximately 19 weeks each, with a 2 week break between semesters.

Each school has the freedom to establish their own school schedule, as long as it meets the required number of days. A school day must be at least 6 ½ hours.

Sportsmanship Covenant

Because it is my desire to represent my Lord Jesus Christ, my parents, myself, and my school in a manner that is full of integrity and honor, I pledge to do the following:

1. Treat my coaches with respect by listening and following instruction without dispute.
2. Respect and encourage my teammates and refrain from “coaching” them or correcting them in a scornful manner.
3. Cheer my teammates in a positive manner and refrain from any cheers that are directed toward the opposite team, their fans, or the referees.
4. Refrain from remarks about or to any referees or other game officials. I will show them respect and courtesy ay all times.
5. Constrain myself from verbal or physical outbursts of anger.
6. Help in the maintenance and cleanliness of any sports facility our team plays at by leaving it in the same or better condition than when we arrived.
7. I will maintain a right spirit in victory or loss. I will refrain from an “in your face” attitude toward the opposing team in victory and a pouting and sulking attitude in loss. I will maintain a thankful attitude for the privilege to participate in any team sport.

I understand that before I can participate in any sports program at _____ I must read and sign this agreement with my parents with full intent to comply with this covenant.

I also understand that if I do not comply with these standards for sportsmanship I will be restricted from participating in the sports program for a time determined by my coach or I will be prohibited from any participation at all.

Player _____

Parent _____

Fire Drills for the _____ - _____ Year

Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds

Fire Drills for the _____ - _____ Year

Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds
Date: _____	Time: _____	Drill Completed in: _____ seconds

Registration and Enrollment Worksheet

Family Name: _____

Phone: _____

Address: _____

- Admission Application Completed
- Transcript
- Inoculation Record or Religious Exempt Form

Due Dates:

Registration Fee – ASAP
 Books – June 1st
 1st Tuition Payment – August 1st
 1st Semester Fee – 1st day of school
 2nd Semester Fee – 1st day of 2nd semester
 Monthly Payments – 1st day of month

Name/Grade					
Registration					
Tuition					
1 st Semester					
2 nd Semester					
Books/Materials					
Total					

Family's Grand Total:\$ _____ Paid at Enrollment:\$ _____

Monthly Payments:\$ _____ Beginning Date: _____

Completed by: _____ Date: _____

Approved by: _____ Date: _____

Payments Made:

- Registration Fee Tuition 1st Semester Fee
- Book/Materials Fee 2nd Semester Fee

Monthly Payments:

- July August September October November December
- January February March April May June

Appendix 3

Table of Contents

Samples:

Checklist – Enrollment & Student Cumulative Records

Application for Admission

Parental Covenant Agreement

Parent’s Report on Medical History

Physician’s Health Report

Religious Exemption from Immunization

Medical Release

Accident/ Incident Report

Request for Records

Student Withdrawal Form

General Waiver for Field Trips

Request for Parent Conference

Parent Conference Report

High School Academic Projection Form

Weekly Progress Report

Grade Sheet

Portfolio Requirements

Transcript

Diploma

CHECKLIST - ENROLLMENT & STUDENT
CUMMULATIVE RECORDS

Name _____

Age _____

Date Enrolled _____

Grade level _____

Date Received:

1) Application for Admission

2) Parents Report on Medical History & Physicians Report on Health

***3) Immunization Record (state prescribed form)**

***4) Birth Certificate (photo copy)**

5) Academic testing: Wide Range Achievement Test

 Curriculum Diagnostic Test

 Other _____

7) Recommendation for Admission (Interview sheet)

8) Permanent Record (Current Transcript)

9) Achievement Test Profile

*10) Vision Test (conducted by physician or school nurse)

*11) Hearing Test (conducted by physician or school nurse)

***12) Student Cumulative Records from previous school (s)**

13) Covenant Agreement

14) Sportsmanship Covenant

15) Child/Parent Interview

16) Request for Student's Records

17) Other _____

* Outside forms

Bold Items are mandatory

Parent's Report of Medical History

Note: This side of form should be completed by parents prior to physician's examination.

Student's Name _____

Birth date _____

Father's Name _____

Mother's Name _____

Father's SS # _____

Mother's SS # _____

Father's Condition of health _____

Mother's Condition of health _____

Brother's (ages and health) _____

Sister's (ages and health) _____

GENERAL CONDITION OF HEALTH (Please explain any item that applies to student)

_____ Abdominal pains

_____ Frequent sore throat

_____ Muscle cramps

_____ Allergies

_____ Frequent boils, styes, infections

_____ Nose bleed

_____ Crippling condition

_____ Frequent urination

_____ Persistent cough

_____ Dental defects

_____ how often?

_____ Poor vision

_____ Diarrhea

_____ Frequent leg pains

_____ Parasites (worms)

_____ Dizziness

_____ Headaches

_____ Speech difficulty

_____ Ear aches

_____ Hearing difficulty

_____ Shortness of breath

_____ Fainting spells

_____ Hernia

_____ Tires easily

How many colds has the student had in the last 12 months? _____

PERSONAL RECORD (Please answer all of the following)

Does student have any disabilities or deformities? _____

Is student shy? _____

Overactive? _____

Does student suck thumb? _____

Bite fingernails? _____

Does student have excessive fears? _____

Have temper tantrums? _____

Does student like school? _____

Play well with others? _____

Does student eat breakfast? _____

Does student take nap? _____ What time? _____

When is student's regular bed time? _____ Rising time? _____

I understand that all pupils who show symptoms of communicable disease (fever, rash, excretions, etc.) are to be excluded from classes until readmission is acceptable to school authorities. I will cooperate by keeping my child home during such times and informing the school of such.

Date _____

Signature : _____

PHYSICIAN'S REPORT OF HEALTH

Please review the student's history and complete the physician's form. Please comment on all positive answers.

Student's name _____ Male _____ Female _____
Birth date _____ Weight _____ Height _____

Medical History (list age at onset)

Asthma _____ Heart disease _____ Pneumonia _____
Chicken Pox _____ Measles (type) _____ Rheumatic Fever _____
Convulsions _____ _____ Scarlet Fever _____
Diabetes _____ _____ Whooping Cough _____
Diphtheria _____ Mumps _____ Other _____
Discharging ears _____ Polio _____

Immunizations (enter dates given)

D.P.T. 1. _____ 2. _____ 3. _____ 4. _____ DT _____
Polio 1. _____ 2. _____ 3. _____ Booster _____
Rubella Vaccine _____
Tetanus _____
Measles _____

Physical Examination:

_____ Eyes _____ Chest
_____ Skin and Hair _____ Heart
_____ Ears _____ Abdomen
_____ Nose and Throat _____ Genitalia
_____ Mouth and Teeth _____ Hernia
_____ Coordination _____ Skeletal

Recommendations for Physical Activities _____

Do you have any recommendations for care of this student? _____

Is the student now under treatment for any medical or emotional disorder? If so please specify.

Physician's signature _____

Physician's name (print or type) _____

Address _____

Telephone number _____

Date of examination _____

Parental Covenant Agreement

(I/We) _____ as the parent(s) of
_____ desire to be admitted to
_____ Academy. (I/We) agree to be substantially involved in the
education of (my/our) child(ren) by:

1. Attending all parent/teacher meetings.
2. Supporting the school policies stated in the _____ handbook.
3. Daily monitoring and assisting with academic subjects as assigned by the classroom teacher.
4. Assisting with parental workdays.
5. Supporting the Academy monetarily:
 - a. By paying the full yearly book & registration fee of \$_____
 - b. By paying a monthly tuition of \$_____ (you may also pay for the full year in one lump sum).We agree that if we fall more than one month behind in our financial arrangements we will
_____.
6. Being actively involved with _____ Church.

(I/We) understand that if the terms of this covenant are not met it could lead to our family being expelled.

_____/_____/_____
Signature Date

_____/_____/_____
Signature Date

(School Name) _____ agrees to uphold the terms stated in the
(School Name) _____ handbook.

_____/_____/_____
Administrator's Signature Date

Religious Exemption from Immunizations

As the parents of _____, we
refuse immunizations for our child based on our religious convictions. By vaccinating our
children, our faith would be jeopardized. This form has been signed in the presence of a
notary and is notarized below.

Parent Signature

Date

Parent Signature

Date

Notary Signature

Date

Religious Exemption from Immunizations

I, _____,
refuse immunization booster shots due to my religious beliefs. By accepting vaccinations, my
beliefs would be jeopardized. This form has been signed in the presence of a notary and is
notarized below.

Student Signature

Date

Parent Signature (if under 18)

Date

Notary Signature

Date

Accident/Incident Report

Name: _____

Age: _____ Grade: _____ Date: _____ Time: _____

Place of Accident: <input type="checkbox"/> School Building <input type="checkbox"/> School Grounds <input type="checkbox"/> In School Vehicle <input type="checkbox"/> On Way to School <input type="checkbox"/> On Way Home <input type="checkbox"/> On School Parking Lot <input type="checkbox"/> Other _____
Possible Nature of Injury: <input type="checkbox"/> Abrasion <input type="checkbox"/> Fracture <input type="checkbox"/> Bite <input type="checkbox"/> Foreign Object in Eye <input type="checkbox"/> Bleeding <input type="checkbox"/> Laceration <input type="checkbox"/> Broken Tooth <input type="checkbox"/> Puncture <input type="checkbox"/> Bruise <input type="checkbox"/> Scratch <input type="checkbox"/> Burn <input type="checkbox"/> Shock <input type="checkbox"/> Concussion <input type="checkbox"/> Sprain <input type="checkbox"/> Dislocation <input type="checkbox"/> Strain <input type="checkbox"/> Other _____
Part of Body Injured: <input type="checkbox"/> Back <input type="checkbox"/> Chest <input type="checkbox"/> Finger <input type="checkbox"/> Mouth <input type="checkbox"/> Nose <input type="checkbox"/> Tooth <input type="checkbox"/> Ankle (L / R) <input type="checkbox"/> Arm (L / R) <input type="checkbox"/> Ear (L / R) <input type="checkbox"/> Elbow (L / R) <input type="checkbox"/> Eye (L / R) <input type="checkbox"/> Foot (L / R) <input type="checkbox"/> Hand (L / R) <input type="checkbox"/> Knee (L / R) <input type="checkbox"/> Leg (L / R) <input type="checkbox"/> Other _____

How did the accident happen? What was the student doing? Where was the student?

List specifically unsafe acts & conditions existing. Specify any tool, machine, or equipment involved.

First Aid Given? No Yes If Yes, By Whom: _____

Student sent to: School Nurse Home Doctor

How sent: Car Ambulance Other _____

Name of Individual Notified: _____

Witnesses: _____

Remarks: _____

Signature of Teacher in charge

Date

Signature of Administrator

Date

Signature of Parent

Date

(Your School Name)

Request for Records

To Whom It May Concern:

My children, whose names are listed below, have been withdrawn from your school. Please release their academic and health records, and send them to the school whose name appears below. Thank you.

<i>Student's Name(s)</i>	<i>Age</i>	<i>Grade Level at Time of Withdrawal</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Receiving School _____

Address _____

(signature of parent/guardian)

(signature of principal)

Your School Name

Request for Records

To Whom It May Concern:

The following student(s) have withdrawn from your school. Please send their transcript(s) and health records to (your school name) at the address listed below.

Student Name	Grade at Time of Withdrawal
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Receiving School Address: _____

Principal's Signature

Date

Your School Name

Student Withdrawal

Student: Name _____

Parents _____

Address _____

Age _____

Grade _____

Date of Withdrawal: _____

Days Present (year-to-date) _____

Days Absent (year-to-date) _____

Current GPA _____

On-campus student

Home school student

Transcript Sent To:

Fees Due:

Refunds Due:

Form Completed By: _____

Date: _____

Administrator's Signature: _____

Date: _____

Request for Parent/Teacher Conference

Date Request Made: _____ Date Requested to Meet On: _____

Student Name: _____

Teacher: _____

Concerning Class/Subject: _____

Parent/Guardian: _____

Phone: _____

Person Making Request: _____

Request for Parent/Teacher Conference

Date Request Made: _____ Date Requested to Meet On: _____

Student Name: _____

Teacher: _____

Concerning Class/Subject: _____

Parent/Guardian: _____

Phone: _____

Person Making Request: _____

Parent Conference Report

Student: _____

Grade: _____

Conference Date: _____ Teacher: _____

Conference Requested By: _____

Which Parent/Guardian Attended: _____

Items Discussed:

Parent Concerns:

Recommendations:

High School Academic Projection Form

Student Name _____

School Name _____

Projected Courses

9th Grade		10th Grade		11th Grade		12th Grade	
<i>General Name</i>	<i>Course Name</i>	<i>General Name</i>	<i>Course Name</i>	<i>General Name</i>	<i>Course Name</i>	<i>General Name</i>	<i>Course Name</i>
English		English		English		English	
Math		Math		Math		Math	
History		History		History		History	
Science		Science		Science		Science	

Actual Courses Taken

9th Grade			10th Grade			11th Grade			12th Grade		
<i>Course Name</i>	<i>Grade</i>	<i>Credit</i>	<i>Course Name</i>	<i>Grade</i>	<i>Credit</i>	<i>Course Name</i>	<i>Grade</i>	<i>Credit</i>	<i>Course name</i>	<i>Grade</i>	<i>Credit</i>
Eng.			Eng.			Eng.			Eng.		
Math			Math			Math			Math		
His.			His.			His.			His.		
Sc.			Sc.			Sc.			Sc.		

Weekly Progress Report

Student Name: _____ Qtr. _____

Week	DW	T	AVG	DW	T	AVG	DW	T	AVG	DW	T	AVG	DW	T	AVG
1															
2															
3															
4															
5															
6															
7															
8															
9															

Comments

1
2
3
4
5
6
7
8
9

Grading Scale:

93-100 = A, 85-92 = B, 80-84 = C

Below 80 = Remediation Required

I = Incomplete

Parent Signature _____

Note: DW=Daily

Work

T=Test Score

AVG=Average Grade

Grade Sheet

Student Name _____

School _____

Subject	Test Scores					Total Test Pt.	Final Test Pt.	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						

Subject	Test Scores					Total Test Pt.	Final Test Pt.	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						

Subject	Test Scores					Total Test Pt.	Final Test Pt.	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						

Subject	Test Scores					Total Test Pt.	Final Test Pt.	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						

The Portfolio

Things to Include:

- A narrative description of your high school studies. Explain everything!
- A list of all significant books read (7th grade and up).
- At least one writing sample.
- A description of any academic contests and honors.
- Descriptions of any apprenticeships, interesting work experience, and internships.
- A brief description of any special area of expertise.
- School philosophy: a one-page paper explaining why you chose the home school experience for your child
- Character profile: a brief assessment from parents, teachers, friends, relatives, employers, siblings, etc.
- A student assessment of home schooling: positive and negatives of the home school experience.
- Teacher evaluations: given by tutors or other teachers (include Sunday School, Scouts, etc.)
- Music achievement: details of classes, recitals and competitions. Send a tape if possible.
- Specialized accomplishments: any major achievement.

Hint: Always call first to make sure that portfolio submissions are acceptable and what length is preferred. Remember to keep each section as brief as possible!

The Transcript

Things to Include:

- School Name, Address, Phone Number
- Student's Full Name, Birth Date, and PIN Number (Social Security Number)
- Designate the School Year and the student's school grade that year
- Create a column for the subject name, number grade, credit, and grade points
- At the bottom of each year, include the total number of credits for that year and the student's grade point average for that year
- If the student is a home school student, be sure that is signified on the transcript.
It is easiest to include it in each year's information (this way, if the student did not home school every year, you can put "completed as a home school student" on only the years they were home schooled).
- If the student transferred to your school, do not put that school's information on your transcript. For that year's information, write "completed at (school transferred from)". Be sure to include a copy of that school's transcript with your transcript.
- If the student dual-enrolled at a college, put only the amount of credit (1/2 credit for each semester) and the grade points earned. Mark the subjects taken at college with an asterisk and make a note at the bottom of that year's information as to which college issued the credit. Be sure you send a copy of the college transcript with your school's transcript.
- At the bottom of the page, include the student's total credits (for all years) and the overall GPA (on a 4.0 scale)
- Also designate your school's grade point scale, for example:
100-93 A 4
92-85 B 3
84-80 C 2
Below 80 Failure
- Also give a projected graduation date or an actual graduation date
- Be sure to include a red-ink stamp that says "Official Transcript" and have the administrator sign it.

Hints: You are sending this transcript to colleges or universities, so you need to use a format and wording they understand. For example: use English I, II, III, and IV instead of the actual name of the course taken. Be sure the student has sufficient credits to graduate. Also, if a student starts a course one year and finishes it the next, put the full credit on year the student finished instead of dividing it into two half credits.