

ASSOCIATION OF
CLASSICAL  CHRISTIAN
SCHOOLS

**ACCS SCHOOL
ACCREDITATION**

A School-
Improvement
Program for
Schools Serving
Christ through
a Classical
Christian
Education

**ACCS ACCREDITATION HANDBOOK
SECOND EDITION • EFFECTIVE JULY 1, 2020**

SECTION 1

ACCS SCHOOL ACCREDITATION PROGRAM

GOALS AND MEANS OF THE ACCS SCHOOL ACCREDITATION PROGRAM

The goal of the ACCS school accreditation program is to provide objective and recognized standards of quality for those schools desiring to serve Christ through an explicitly classical and Protestant Christian approach to primary and secondary education.

To this end, ACCS has established criteria for accreditation that ensure that its accredited schools achieve the following:

- A well-conceived program committed to a classical approach to education in light of a Christian world-view grounded in the Old and New Testament Scriptures
- Sufficient, qualified administrative, teacher, and support staff to achieve its goals
- Sufficient instructional and other facility resources to achieve its goals

MISSION STATEMENT

For schools desiring to serve Christ through an explicitly classical Christian approach to primary and secondary education, ACCS accreditation is a school-improvement program that provides an evaluation of a school and its practices based on objective and humane standards to encourage stability, quality, and a measure of excellence.

ABOUT ACCS ACCREDITATION

ACCS accreditation is an independent, private, Christian form of accountability for schools that define themselves as “classical Christian.” Like conventional K–12 accreditation, ACCS accreditation assesses the quality of processes and practices within a school. Unlike conventional accreditation, the ACCS verifies the conformance to the standards of classical Christian pedagogy as described in the ACCS Membership Handbook.

ACCS has established and implemented accreditation standards which are consistent with the classical Christian educational philosophy and practices promoted by the Association (see the ACCS Membership Handbook). These standards are based on historical and reliable indicators of educational excellence. The accreditation process help schools improve and evaluate a minimum acceptable standard of accomplishment.

ACCS makes its accreditation standards and procedures available to interested parties. ACCS will address any misrepresentation of accredited status by any school whether a member of the Association or not.

This verification of our particular type of education means that outside observers depend on ACCS accreditation to ensure that a particular school performs substantially according to the specialized standards of a classical Christian school. **For this reason, schools may find ACCS accreditation more difficult to earn than other forms of accreditation.**

The ACCS is selective with whom it will seek agreements. In most cases, we do not directly associate with federal or state governments. We do not seek reciprocity with regional accreditors. And, we will not engage in any agreement that will encumber the educational practices of our schools. We do engage private accreditation recognition when this is beneficial and does not compromise our independence. We do not oppose or encourage “dual accreditation” when a school believes that two accreditations would be helpful. However, we do not change our standards or process (e.g., ACCS must select the visit committee members), in dual accreditation situations.

EXPANDING ACCS ACCREDITATION

For many years, the ACCS accreditation program has successfully served K–12 schools with standard calendars and schedules. ACCS now seeks to expand the types of schools eligible for ACCS accreditation while maintaining the standards of excellence that schools and parents have come to expect. The accreditation process leads to school improvement.

STANDARD ACCREDITATION		
<i>Grade Configuration</i>	K–12 (At least K–10 in place)	7–12 OR 9–12
<i>Status</i>	Available	Developmental
<i>Schedule and Calendar</i>	Traditional calendar & schedule	Traditional calendar & schedule
<i>Next Step</i>	Submit application for school accreditation (see p. iii).	Send letter explaining: <ol style="list-style-type: none"> 1. How students receive a classical, Christian education in grades K–6. Schools with grades 9 to 12 should also explain how students are taught logic and Latin (or Greek). 2. How K-6 education is being provided in the community. 3. How students' knowledge is assessed during the admissions process.
<i>Website Listing</i>	ACCS-accredited OR ACCS-accredited with distinction	ACCS-accredited OR ACCS-accredited with distinction
<i>Diplomas</i>	Schools may issue diplomas. May use this language: “Diploma authorized by the Association of Classical & Christian Schools.”	Schools may issue diplomas. May use this language: “Diploma authorized by the Association of Classical & Christian Schools.”
<i>Miscellaneous</i>	Multisite schools must meet additional standards (developmental).	

Developmental: Visit committees will use a draft set of revised standards during their site visit. Recommendations for changes to the draft standards, from the school and visit committee, will be provided to an ad-hoc committee following the site visit. Initial accreditation for these endorsements may involve one or two visits, depending on the school's readiness.

ACCREDITATION ENDORSEMENTS

Our endorsement program allows for a variety of types of accreditation available through the ACCS.
 Schools that want to combine endorsements must request specific approval.

<i>Type</i>	Collaborative Endorsement	Limited Grade Level Endorsement	Limited Student Service Endorsement	Online School Endorsement
<i>Grade Configuration</i>	Varies K–12 for diploma authorization (At least K–10 in place)	K–6 or K–8	Varies	
<i>Status</i>	Available	Developmental	Developmental	Requires ACCS Board approval
<i>Schedule and Calendar</i>	Weekly schedule includes school days and home days. (Traditional calendar)	Traditional calendar and schedule	Traditional calendar and schedule	Traditional calendar and schedule
<i>Next Step</i>	Submit application for school accreditation (see p. iii).	Send a letter explaining how students receive a classical, Christian education in other schools in the local area.	Send a letter describing the students served at the school and an explanation of modifications to traditional schooling made to accommodate such students.	Send a letter describing the scope of online instruction, grades and subjects; approximate size of enrollment; and the location of the main office.
<i>Website Listing</i>	ACCS-accredited with collaborative endorsement	ACCS-accredited with a limited level endorsement	ACCS-accredited with a limited student service endorsement	

<i>Diploma</i>	Schools may issue diplomas. May use this language: “Diploma authorized by the Association of Classical & Christian Schools.”	Schools may not offer diplomas or certificates, ACCS endorsed or otherwise.	Diplomas issued depend upon grade configuration.	Diplomas may be awarded IF the school ensures that graduation requirements are met from the state students reside in. This is currently required for students from Georgia, Tennessee, Texas, and Virginia.
<i>Miscellaneous</i>	Collaborative schools must meet additional standards.	Schools that grow to a K–12 structure MUST reapply for K–12 accreditation.	This category does not apply to schools with selective application policies that are within the spectrum of "normal."	

Developmental: Visit committees will use a draft set of revised standards during their site visit. Recommendations for changes to the draft standards, from the school and visit committee, will be provided to an ad-hoc committee following the site visit. Initial accreditation for these endorsements may involve one or two visits, depending on the school’s readiness.

ACCREDITATION OVERVIEW

- A. Timeline. Generally, schools take between one and two years to complete the accreditation process. (A timeline is included in this handbook.)
- I. Application. The director of accreditation will review the application and accompanying documentation for completeness. Upon completion of a successful review, the school will be designated as a Candidate for Accreditation, which is a pre-accredited designation assigned to those schools which meet the initial Conditions of Eligibility and have been accepted for ongoing review toward ACCS school accreditation. Candidates still need to complete a pre-visit, a self-study, a site visit, and be approved by the ad-hoc committee for the school to receive accredited status. Candidate schools are encouraged to have administrators visit other ACCS-accredited schools during the school year.
- I. Previsit. All schools seeking ACCS initial accreditation must have an on-site previsit with the director of accreditation or a person selected by the director of accreditation. This is to ensure a person who has direct experience with the ACCS-accreditation process and standards. The sooner this is done after candidacy status is approved, the more time the school will have to address issues prior to the site visit. The visit may be scheduled anytime once the school is recognized as a candidate.
- I. Self-Study. Each candidate school is required to perform a self-study prior to the on-site visit. This study will include input from all members of the school administration and staff. During the self-study, schools will study all standards and requirements, conduct self-evaluations, train personnel, and make necessary changes and adjustments seeking to meet all of the ACCS Conditions of Eligibility and Criteria for Accreditation. This is the second part of a process where schools demonstrate compliance with ACCS accreditation requirements.
- I. Site Visit. Although much may be gleaned about a school from the self-evaluation documentation package, an on-site visit is required to affirm all aspects of the school's operation, including, but not limited to, classroom pedagogy, student participation and development, staff relations, parent-teacher relations, financial policies and procedures, board oversight, and community support. ACCS will appoint an accreditation committee to make the visit.
- I. Report. The site visit results in a formal, written report to the director of accreditation. Accreditation reports have three types of determinations that are always in reference to a specific standard.
 - 1. Commendation: The school's practice exceeds the standard in such a way that it deserves commendation.
 - 2. Recommendation: The school's practice could be improved by taking the recommended action, but the school meets the minimum requirements for that standard.
 - 3. Discrepancy: The school falls short of one of the standards in its practices. Discrepancies may be major or minor in nature, as designated on the report.
- F. Accredited Status Determination. The director of accreditation will forward the recommendation (as to whether the school has met all ACCS accreditation requirements), to the president and the visit committee

chair (or senior member). Recommendations range from full accredited status, to provisional or probationary accreditation, to failed accreditation (and continued candidacy status). An ad-hoc committee consisting of the visit committee chairman, the director of accreditation, and the president is authorized to make a final determination as to whether or not a school receives accreditation. Should the decision be appealed by the school in question, the appeal will go to the ACCS Board of Directors.

Once the ad-hoc committee has taken action to accept the proposed accredited status, the school is accredited (or if the school fails an initial accreditation, the school may remain a candidate for accreditation).

1. Schools undergoing accreditation for the first time may fail based upon the number and nature of discrepancies in the visiting team's report.
 2. Schools undergoing accreditation for the first time may be granted "Provisional Accreditation" as long as discrepancies remain.
 3. Schools that are undergoing a renewal may be granted "Probationary Accreditation" if discrepancies remain.
 4. Schools that are undergoing a renewal may fail based on the number and nature of discrepancies.
 5. Schools with no remaining discrepancies will be classified as "Accredited."
- G. Re-evaluation. All schools accredited by ACCS must undergo regular accreditation renewals in order to retain their accredited status. Schools that were successfully accredited but fall short of the requirements on subsequent renewal visits may be initially placed in a Probationary Status for a fixed amount of time to allow them to correct discrepancies.
- I. Annual Updates. ACCS requires annual feedback from each accredited school (as part of the membership renewal process) to ensure schools remain in compliance with the ACCS accreditation standards. Notifications of certain changes on this annual form may provoke an accreditation review. As part of this review, schools may be required to submit additional documentation.

CANDIDACY STATUS: PROCESS AND QUALIFICATIONS

- A. To be recognized as a candidate for accreditation, the applicant-school must submit a complete application for accreditation (or accreditation renewal) with all specified documentation.
- Note on board member requirements: The school must be governed by a board of at least three members (a husband and a wife serving on the board counting as one member), who are members of a Christian church and whose church and personal beliefs align with the ACCS Statement of Faith. (Each board member must affirm their personal agreement with the ACCS Statement of Faith. If individual board members cannot affirm the statement of faith as their personal belief, or if they do not attend or are not members of a Christian church, they must provide a written statement explaining the reasons for their position. These statements will be reviewed by the ACCS President.)

- I. The director of accreditation will review the application and accompanying documentation for completeness. This may involve clarifications or requests for additional information.
- I. Upon completion of a successful review of the application by the director of accreditation, the school will be designated as a Candidate for Accreditation, which is a pre-accredited designation assigned to those schools which meet the initial Conditions of Eligibility (see application) and have been accepted for ongoing review toward ACCS school accreditation.
- I. Candidates may then proceed to schedule a previsit, complete a self-study, host a site visit, and demonstrate compliance and excellence according to the standards listed below. Candidates have one year from notification of their candidacy status (for initial or renewal accreditation) to submit their self-study.

SECTION 2

STANDARDS

To be granted ACCS accreditation subsequent to meeting the requirements for approval as a Candidate for Accreditation, a school must demonstrate that it has successfully met the following Criteria for Accreditation and that it can reasonably be expected to continue to meet these standards.

A. Mission, Vision and Planning. The school must show evidence that it is and has been meeting its published school mission and goals, that its vision is consistent with the ACCS, and that it engages in a planning process.

A.I. Classical Christian Commitment: The school must demonstrate that it promotes itself as a classical Christian school, has a mission and vision statement, a statement of faith, that school programs incorporate these statements, and that it serves the cause of Christ consonant with the distinctives of ACCS.

- a. Principle: A school must publish its mission and vision statement and statement of faith to inform parents of what the school is all about and for a degree of public accountability. This ensures that a) the school has drafted mission and vision statements and a statement of faith, and b) that the school is following each and all are consistent with those of ACCS.
- b. Indicators:
 - i. “Classical Christian” is prominent on the school's website and in its marketing materials.
 - ii. “Preparatory school” language, if used, is clarified to emphasize a classical Christian priority.
 - iii. Language in school documents that defines marriage, gender, and human sexuality according to historical biblical understanding.
- c. Documentation: All must be published.
 - i. Mission Statement
 - ii. Vision Statement
 - iii. Statement of Faith (must include a definition of marriage)
 - iv. Explanation in the self study must describe how Scripture is integrated into school programs and curriculum

A.2. Strategic planning: The school board has a mid-term and long-range plan for the overall improvement of the school.

- a. Principle: The school must have a board-developed and approved long-range plan in place that addresses future improvements in the school and which takes into account the facility and grounds, growing financial resources, curricular reviews, the effectiveness of the faculty to teach in a classical Christian method and the application of the Seven Laws of Teaching, constituent support and community outreach, tuition, salaries, and enrollment, among other needs of the school.
- b. Indicators:
 - i. The plan provides detail about who is responsible for different aspects and specifies timelines and targets.
 - ii. The plan covers a term of five years into the future.
- c. Documentation:
 - i. School's mid- and long-range plan
 - ii. Notes explaining how the plan was developed and how it is currently being used by the board and administration

A.3. Goals: The school must be able to document that its program is meeting its published goals for student achievement and advancement.

- a. Principle: Not only must a school publish what its goals are, but it must demonstrate in a concrete way that it is meeting those goals.
- b. Indicators:
 - i. Periodic worldview interviews with students
- c. Documentation will include:
 - i. Philosophy of education
 - ii. Description of a graduate
 - iii. School profile (showing matriculations)
 - iv. Results from parent survey)
 - v. Do not include achievement test scores or high-school graduation requirements for this standard.

B. Accountability, Independence, and Stability. The school must demonstrate these qualities in several areas.

B.1. Financial Stability: The school must be able to document general stability with respect to financial resources and continuing constituent support for the school mission.

- a. Principle: ACCS wants to accredit a school that is viable. A school that demonstrates stability/growth, over time, in the areas listed above can generally be expected to continue to thrive in its operation.

- b. Indicators:
 - i. Accredited schools typically receive at least 80% of their income from student tuition.
 - c. Documentation will show:
 - i. Annual budget (showing year to-date income and expenditures)
 - ii. Profit and loss statements for the past three to five years
 - iii. Note: Comments should explain whether or not a school is borrowing income from the following year to meet current year obligations.
- B.2. Financial Independence:** The school's financial support must not create an environment where a single donor (or a single external funding source) has the potential to threaten the future operation of the school by withdrawing support, or attaching new guidelines to funding that would threaten the school's mission. Similarly, if any single financial source through a third-party scholarship program or para-government organization represents a significant portion of the school's budget, it must not encumber or threaten the mission of the school.
- a. Principle: As previously stated, ACCS wants to accredit a school that is viable. The school must disclose its financial support and explain how these resources make the school viable in the long term. Also, the ACCS accredits schools that are independent and at which the board of directors can act without outside coercion, in the interest of the stated mission of the school.
 - b. Indicators:
 - i. Any donor or funding source controlled by a single entity, government, or person that makes up more than 20% of the operating budget.
 - ii. A clear, documented, and specific financial plan, should a single funding source be lost.
 - iii. A reserve fund equal to 10% of the annual operating budget.
 - c. Documentation should include:
 - i. Anonymous list of donor contributions
 - ii. Budget that shows the total amount of donations relative to total budgeted revenue
 - iii. Report showing financial support and/or in-kind gifts from its constituency (which may include products and/or services) to the school, as well as all situations where any individual (or external source) contributes a significant portion of the budgeted school income per year
 - iv. An explanation of these financial arrangements and what they mean to the school
- B.3. Outside Influence:** The original voucher policy was reviewed given new instruments for government funding models, including those that offer private vehicles with strings attached. Voucher Policy 5.09 was replaced with Outside Influence Policy 5.10.
- a. Principle: ACCS-accredited schools may not accept funds if the school is required to sign an agreement with the government or an outside organization to access the funding if that agreement creates

a future obligation, or, if by statute, accessing the fund obligates the school to future obligations by the state or another agency besides the ACCS. In other words, if the school stops accepting the funding, any strings must immediately be severed.

b. Indicators:

- i. ACCS-accredited schools may not accept funds that create future obligations. All obligations must end when the school stops accepting such funds.
- ii. ACCS may refer to “The ABCs of School Choice,” published by EdChoice, to help evaluate the specific requirements of an outside funding source.

c. Documentation shall include:

- i. School policies or written statements (if any) that address acceptance of outside funding
- ii. A list of outside funding sources, government or private, along with an explanation of obligations required to receive these funds.
- iii. Financial document that shows source(s) of tuition revenue

B.4. Financial Accountability: The school must provide a financial accountability report verified by an independent accounting source.

- a. Principle: ACCS believes schools should operate with a high level of financial accountability. We also recognize that a formal “accounting audit” may be excessive and expensive for the required purpose. Therefore, at a minimum, an examination by an independent, qualified person, whether an accountant or bookkeeper not directly associated with the school, provides an objective look at how the school conducts its financial business internally. This type of accounting review is sufficient.

b. Indicators:

- i. An “independent, qualified person” may make recommendations to the school regarding how to improve its financial operations.
- ii. The Financial Integrity Requirements (See Appendix B) provide the basis for this review.

c. Documentation:

- i. Include responses to the questions in the Financial Integrity Requirements provided separately.
- ii. A CPA may not be the best source to complete this report. A person knowledgeable about business financial management and who is independent of the school will suffice.

B.5. Public Perception: The school must have been free of public ethical scandal or have taken appropriate action in resolving the same.

- a. Principle: ACCS does not want to represent as “accredited” a school that has an unresolved public ethical scandal. The operative word is “unresolved.” We all live in a sinful world, and so sin at some point is not improbable for even an accredited school. The issue is how it is dealt with if it should occur.

- b. Indicator:
 - i. Any major conflict has been resolved, insofar as it depends on the member school within the boundaries of its mission and governance, at the time of application and accreditation.
- c. Documentation will provide:
 - i. A statement printed on school letterhead signed by the head of school or board chairman

B.6. Enrollment and Employment Stability: The school must disclose data for the past five years in the following areas along with an explanation of the trends and what they mean for the school: student enrollment and retention rates; retention of school administrators; teacher retention rate (year by year). Employee attrition and retention must indicate stability and support for the school mission.

- a. Principle: Total enrollment numbers for stable schools are generally consistent over time. However, stable schools sometimes see a decline in enrollment for a short time, for reasons related to maintaining faithfulness to the school's founding mission and vision. In such cases, schools should explain the reasons for such a decline.
- b. Indicators:
 - i. Actual student enrollment numbers will equal budgeted student enrollment numbers.
 - ii. Student retention rates are greater than 80%. Use this formula: number of students who left the school between September 30th of the prior year and September 30th of the current year, not including graduates, as a percentage of the current year's overall enrollment.
 - iii. Student enrollment should not show an overall year-to-year decline of more than 10%.
- c. Documentation will include:
 - i. Enrollment numbers for the past five years showing grammar enrollment, secondary enrollment, and total enrollment
 - ii. Teacher retention rate for the past five years
 - iii. Administrator retention rate for the past five years

C. Governance and Administration. The school must have established adequate structures and procedures for governance and administration to achieve its mission.

C.1. Constitutional Organization: The school must have a written constitution and/or bylaws that clearly and comprehensively provide a basis for school administration and governance; lines of authority and areas of responsibility must be explicit.

- a. Principle: A school must know the reason for its existence, how it is structured, and the lines of authority so that it can operate smoothly and consistently. The adoption and publication of these standards help develop a trusting relationship between the school and both parents and the local community.

b. Indicators:

- i. Members of the staff are aware of the limits and extent of their decision-making authority.

c. Documentation:

- i. School by-laws or similar documents must be included.
- ii. Notes should explain the governance structure of the school. Also, identify specific sections of the by-laws that define items included in this standard.

C.2. Board Governance: The school must have a board of control that determines policy in the areas of administration, business management, academic affairs, and student life, as evidenced by a single, comprehensive policy manual. The board shall ensure that it manages conflict of interest issues in its own composition and its oversight of the school.

- a. Principle: “Board members are the fiduciaries who steer the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the nonprofit has adequate resources to advance its mission” (National Council of Nonprofits). Regardless of the governance model used at the school, boards must demonstrate a focus on these duties as opposed to spending time on the day-to-day operations of the school. This requirement does not preclude conflict of interest issues for board members, but does require that there be a mechanism for managing conflict of interest issues.

b. Indicators:

- i. The policy manual is referenced and understood by members of the administrative team. In other words, it is demonstrated that the manual is not a “dust collector,” but is actually used.

c. Documentation:

- i. Policy manual (or other governance documents)
- ii. Board minutes from the last 6 to 12 months
- iii. Identify the location for the conflict of interest policy. (See the sample Conflict of Interest policy at the National Council of Nonprofits website.)
- iv. Notes should explain where all policies exist, i.e., is there a separate policy manual or do policies exist in handbooks? If policies are in the faculty or parent-student handbook, include them as well. Identify the specific sections in these documents that address items in this standard.

C.3. Records: The school must have complete, accurate, legible, and securely maintained records. These are to include board minutes, school personnel files, student files, and administrative reports.

- a. Principle: A school must be able to professionally document what it is doing as well as provide for the privacy of the people it is serving. Security is required for certain documents such as student records and teacher performance reports, while other documents are more public in nature such as

board minutes (usually). The school must demonstrate its maturity and professionalism by providing adequate handling procedures for all records.

- b. Indicators:
 - i. Show a record plan for electronic records that provides for security and backup.
 - ii. Files should demonstrate completeness, all documentation is in one location, and a standard organization for each type of file.
- c. Documentation: This will be evaluated during the site visit.
 - i. Notes should identify where these records are stored. Visit committees will examine records for completeness and consistent organization.
 - ii. Notes should also identify any policy that defines general record retention policies.

C.4. Conflict Resolution: The school must have constructed and promulgated biblical and public policies for resolving school conflicts concerning policies, administrators, faculty, and students.

- a. Principle: Although not all possible situations can be anticipated, a general process for locally addressing conflicts at/within the school are mandatory because Jesus said that all men will know His disciples by how they treat one another in love. The Bible provides general guidelines for addressing/resolving conflict, and these need to be followed by those who are in submission to Christ. Where there are a large number of people, there will be sin. Schools must prepare for inevitable conflicts and develop principled guidelines in anticipation of difficulties, not in reaction to them.
- b. Indicators:
 - i. In general, policies should have conflict dealt with between the affected parties, and then bring in an appropriate chain of command if the grievance escalates.
 - ii. Grievances found in the official record should show examples of the organizational adherence to these principles.
- c. Documentation will include:
 - i. Policy Manual
 - ii. Faculty Handbook
 - iii. Parent-Student Handbook
 - iv. Notes that identify the location of the grievance policy in the handbooks

C.5. Executive Leadership: The school's head administrator must have a clear job description, obviously act as the liaison between the board and staff, and be sufficiently available to the teachers for support and guidance. Schools must have a policy ensuring that the head of school receives an annual evaluation from the board. Boards must complete an annual evaluation for the head of school.

- a. Principle: Just as Christ is the head of the Church, there was a chief priest in the Old Testament temple system, and as a husband is the head of a family, so too a school as an organization must follow

this pattern with a single leader/representative as the head of school. He represents the school to the board, the board to the school, and the school to the community. He may have others to support and aid him in this task, but he is the leader of the entire school and accountable for its sound operation. He provides uniformity and consistency in the day-to-day operation of the school. A well-written job description protects both the administrator and the board.

- b. Indicators:
 - i. Have a written set of attributes or virtues that are aspirational for the head of school position.
 - ii. Schools are expected to have one head administrator.
- c. Documentation will show:
 - i. Head of school job description
 - ii. Document or policy outlining process for head of school's annual evaluation
 - iii. Note whether or not the head of school has received a formal evaluation from the board in each of the past five years (those completed evaluations should NOT be included in the self-study)

C.6. Board of Directors: Board members must meet ACCS and documented school standards for their office and must be able to articulate, at an appropriate level, the classical Christian vision for their school. The board must provide adequate training for all board members in classical Christian philosophy and school board practices common to long-term ACCS-accredited schools.

- a. Principle: Board members, collectively, are the guardians of the vision and success for the school. Classical Christian Educations' paradigm challenges the common understanding of school to such a degree that vision drift is easy and common. For this reason, board members must be carefully selected and trained to understand, appreciate, and deeply support the foundations of the classical Christian vision.
- b. Indicators:
 - i. Board members sign a statement of faith and conflict of interest statement.
 - ii. A training plan for board classical Christian philosophy and function is in place and practiced.
 - iii. Board selection processes will require prospective members to learn and show that they understand classical Christian philosophy and pedagogy.
 - iv. All board members are regularly engaged in learning, particularly about classical Christian education through demonstrated participation in ACCS conference attendance, selected readings in classical Christian education, webinar or onsite training, mentoring, conference recordings, attendance at parent education events, OR other training and development.
 - v. Annual improvement activities are conducted including board self-evaluations or readings on board best practices.
- c. Documentation:

- i. Policies regarding the qualifications, election, and training of board members will be included.

C.7. Compliance with the Law: The school must meet state and local health, safety, and security requirements as well as any state statutory requirements for operating a private school.

- a. Principle: The state, county, and municipal authorities have requirements for health and safety which, in general, are consistent with a biblical view of civil government, and ACCS desires to support these requirements when they are not in conflict with Scripture. Schools have a responsibility “in loco parentis” to provide for the physical well-being of students entrusted to their care.
- b. Indicators:
 - i. How does the school comply with the state’s compulsory education law (for example, number of school days)?
- c. Documentation:
 - i. Documentation should identify the state and local requirements for private schools.
 - ii. Health: Note requirements and compliance with vaccination reporting. For example, if your school is required to do CPR or concussion training, please document this.
 - iii. Safety: Include certificates from annual fire inspections or building inspections and any risk management reports.
 - iv. Security: Show emergency management or disaster response plans and training.
 - v. State laws: Demonstrate requirements and compliance with laws concerning length of the school year and other requirements specified by the state in which the school resides.

D. Cultivation of Student Virtue (II Peter 1:5–6, Phil 4:8) and the School Community. The school must recognize that its missional success is tied to a systemic school community, and that all aspects of the school’s operation should seek to bring about the cultivation of Christian virtue and living.

D.1. Admissions Process: The school must exercise family and student admissions and retention policies that are consistent with the school’s mission (missional or covenantal), and that support a biblical Christian ethos of the school.

- a. Principle: Schools are made up of students, faculty, and programs. Each plays a vital role in forming paideia in students. If families enroll that uphold values in juxtaposition with the school community, they will disrupt the school’s ethos. In other words, students will be in conflict over acceptance of what is taught, and what is present in the community. This is particularly evident with false values around LGBT inclusion or non-Christian enrollment (Mormon, Muslim).
- b. Indicators:
 - i. Careful admissions policies that screen students based on specific criteria are in place.

- ii. The person responsible for family interviews can articulate the types of families the school admits and how he or she determines their qualification.
 - c. Documentation should show:
 - i. Written admissions policies and guidelines that describe the school's goals with respect to the religious makeup or the constituency of the school.
 - ii. Written admissions policies and guidelines that may include direction regarding unbelievers or those who openly practice non-biblical life choices.
- D.2. Aesthetics:** The school must apply appropriate aesthetic standards to its classrooms, hallways, facilities, programs, and staff.
- a. Principle: The standards of Truth, Goodness, and Beauty are humane, intertwined, and God-given. Students, faculty, and parents are influenced greatly by aesthetic standards. "Higher" rather than "vulgar" (low) standards help create a learning environment that depicts transcendence. Classical influences in art help to ground classical schools in the transcendent. While not the only "beautiful" form of art, the classical forms of music, art, performance, and architecture are less likely to reflect modern false-values connected with individualistic expression.
 - b. Indicators:
 - i. Schools should demonstrate the application of their educational philosophy through the school's decor.
 - ii. The Western canon of thought (writings and great books), literature, fine art, theater, and music are used in such a way as to build appreciation and affection for them.
 - iii. Important and classical works of great art are given prominent place and presence in the school environment. Older forms that were based in a pursuit of ideal truth, goodness, and beauty are elevated examples. Products of twentieth- and twenty-first-century art and music are rightly assessed and ordered in the school environment, with earlier art given more prominence. Modern works tend to be subjective and individualistic in nature.
 - c. Documentation: This will primarily be evaluated during the on-site visit.
 - i. If the school has relevant documentation, such as an aesthetic vision or directions to teachers on classroom decor, that could be included here.
 - ii. Most curricular items will be included in the curriculum guide. A listing of example items not included in the curriculum guide such as theatrical plays, ambient music choices, or music chosen for chapel (or equivalent) will be helpful.
- D.3. Habits and Manners:** Habits, manners, and decorum of the students and staff should comport with Christian and Western tradition appropriate to the mission of the school.
- a. Principle: Schools help to transfer a way of life (Ephesians 6:4, Proverbs 22:6). Habits practiced from an early age often become part of a person's nature and often become common practice in a Christian

community. One of the great educational errors of our age is the notion that education is merely information and skills transfer. Schools must work against this widely held pressure as they cultivate the soul to love truth, goodness, and beauty. Classical Christian education is concerned with the moral and spiritual training schools provide to students.

- b. Indicators:
 - i. Order and joy should be evident throughout the school community.
 - ii. Classroom and school-wide practices in manners and politeness should be evident.
 - iii. As appropriate, regular practices in prayer, song, and memory should be present in the school day.
 - iv. Student dress code and grooming standards should be documented, and consistent with the principles above.
- c. Documentation:
 - i. Include examples of liturgical readings, hymns, or other sacred songs formally used in the community.
 - ii. Policies or written expectations for students should include:
 - Habits /etiquette
 - Uniforms
 - Order
 - iii. Observed joy. (This will be evaluated on site.)

D.4. Activities: Non-classroom activities are consistent with the school's vision for providing moral and spiritual training to students.

- a. Principle: Virtue formation requires that all school-sponsored events are aligned with the vision and mission of a classical school.
- b. Indicators:
 - i. How do your activities flow out of your mission and vision statements?
 - ii. Expectation for student behavior in activities is commensurate with expectations in the school.
 - iii. Spiritual qualifications, conduct, and discipleship practices for coaches are comparable to spiritual standards for teachers.
- c. Documentation will include:
 - i. Handbooks or guidelines for coaches or other supervisors of co-curricular activities
 - ii. Policies on students' participation in these activities
 - iii. Hiring policies for coaches, etc., or a list of qualifications for staff holding these positions

D.5. Discipline: The school has and adheres to adequate overall discipline and behavioral standards.

- a. Principle: The school must have a policy or policies that define how discipline is effectively established and consistently maintained at the school. It should be evident to visitors in the hallways and on the playground as well as in the classrooms. Schools must establish a well-ordered environment that facilitates instruction and learning. Students also learn many lessons by the manner in which discipline is handled at the school.
- b. Indicators:
 - i. Clearly communicated standards like postings, handbooks, etc.
 - ii. Environment of student respectfulness toward adults, and staff toward their respective authorities.
 - iii. Male/female students exercise appropriate discretion in their relationships.
- c. Documentation: The practical application will be observed during the on-site visit.
 - i. Notes should identify the policies related to student discipline in the policy manual, faculty manual, and parent-student handbook.

D.6. Male and Female Roles: The school encourages male/female roles that are consistent with biblical Christian virtues. Leadership is encouraged in different ways between boys and girls.

- a. Principle: “God created them male and female.” The distortions of our age often cause us to ignore important Christian distinctions in the virtues and the roles of men and women. Christians affirm the equality of the sexes, while rejecting the “sameness” of the sexes, either in nature or purpose. Part of cultivating virtue is to appropriate the right virtues and to help students live according to scriptural standards.
- b. Indicators:
 - i. Practice and training in manners, with male/female distinctive roles.
 - ii. Policies against ambiguous dress and/or other grooming styles that may promote ambiguous appearance among students.
 - iii. In sports or PE, boys and girls do not compete in ways that might encourage boys to be rough with girls.
 - iv. Events that focus on distinctives between the sexes, for example, protocol events, social events, etc.
- c. Documentation should include:
 - i. Examples of indicative policies in training, handbooks, communications, activities, or manuals
 - ii. Operational documents outlining the philosophy or practice for dances, dating, etc.

D.7. In Loco Parentis: Parents are the authority from which the school operates and must therefore work in concert with the school in educating their children.

- a. Principle: God calls parents, specifically fathers, to raise their children in the education of the Lord (Ephesians 6, Deuteronomy 6). As schools, our authority must therefore be delegated from the parents, not the state or the church.

- b. Indicators:
 - i. Fathers, in particular, are held to some account for addressing school-related concerns.
 - ii. Enrollment documents make this responsibility clear to parents.
 - iii. The school has policies that, by enrolling, parents are joining with the school and delegating authority. If they will not support key aspects of school policy, they are advised not to enroll.
- c. Documentation will show:
 - i. Public documents or communication stating the school's in loco parentis position
 - ii. Communications to parents that educate them about the school's mission, vision, and programs

E. Academics. The school must provide adequate classical Christian curriculum requirements to achieve its mission. The content and goals of the entire curriculum should be challenging and of high quality.

E.i. Sayers and Gregory: Instructional and teaching methods should reflect an understanding, application, and value for those ideas described by Dorothy Sayers in "The Lost Tools of Learning" and by John Milton Gregory in *The Seven Laws of Teaching*.

- a. Principle: The recovery of classical Christian education is based on the Trivium, the first three of the seven liberal arts. Dorothy Sayers drew important observations from the Trivium as she described medieval education. She also correlates the Trivium to the developmental stages of a child: Poll-parrot (grammar stage), Pert (logic stage), and Poetic (rhetoric stage).
 - i. From the earliest days of the movement, *The Seven Laws of Teaching* were helpful in describing a core set of timeless and fundamental pedagogical practices. The ACCS is committed to the "Seven Laws of Teaching" as described by John Milton Gregory.
- b. Indicators:
 - i. There should be regular reviews of the Seven Laws. Adherence to the laws will go a long way to ensuring that the school is offering high-quality instruction.
 - ii. Grammatical methods should be clearly applied at all levels of the grammar stage, dialectic techniques should be used throughout that level, and rhetoric practically observed in the upper grades.
 - iii. Sayers' various methods of instruction associated with each aspect of the Trivium should be evident at the appropriate stages of development/student instruction.
 - iv. Gregory's seven laws should be evident throughout all stages of the Trivium in each classroom, as well as in teacher evaluations and teacher training sessions.
 - v. The tools of learning are integrated with classroom observation forms or teacher evaluation forms. Include those forms here.
- c. Documents:
 - i. This will be observed during classroom instruction as part of the on-site visit.

- ii. Training plans and records of past training should include material consistent with Sayers and Gregory.

E.2. Program and Graduation Requirements: The complete school program inclusive of graduation requirements must be well-organized, realistic, and publicized in its entirety.

- a. Principle: Schools seeking accreditation should be able to address in detail what is required in the way of coursework, credits, and accomplishments for a student to graduate from their school. In addition, these criteria must be published where parents and others can readily find them, and they must be consistent with the ACCS mission and vision. By establishing graduation requirements, a school demonstrates that it has considered both the scope and the culmination of its academic program.
- b. Indicators:
 - i. A rhetorical thesis presentation required for every graduate (not specifically a senior thesis).
- c. Documentation will show:
 - i. Published high-school graduation requirements
 - ii. Description of Diploma tracks. All ACCS-authorized diplomas must have requirements that meet ACCS academic standards. Certificates of completion are not considered diplomas.

E.3. Complete Curriculum: The school must provide adequate classical Christian curriculum requirements to achieve its mission. The content and goals of the entire curriculum should be challenging and of high quality. The entire curriculum must be documented in a clear and specific manner within the school's curriculum guide(s).

- a. Principle: The original Latin meaning of curriculum is “the course, the path, the road.” A school must know what it is teaching in each class at each grade level. This information is contained in the school's curriculum guide(s). Curriculum guides demonstrate planning and are an effective means for the school to provide accountability for the content of classroom instruction.
- b. Indicators:
 - i. The curriculum guide must be a published document that has been approved by the proper authority at the school.
 - ii. Curriculum materials should be detailed enough to guide classroom instruction. This is most often accomplished through the inclusion of objectives, though not excessively.
 - iii. Good discussion questions are part of the written curriculum.
 - iv. A documented sequence over time is necessary to create pacing for teachers within the curriculum.
 - v. The objective of a lesson includes virtue development as well as knowledge and skill development. “The student will know” and “The student will be able to” are not the only, or even the primary, purpose of education.
- c. Documentation should include:

- i. Curriculum guides for grammar and secondary school
- ii. A document that shows all courses taught in the grammar and secondary schools
- iii. One example from one specific course showing how curriculum planning fulfills the school's goal for a graduate

E.4. Academic Program Requirements: The academic program must require the following for all students:

E.4.A Phonics: For all schools in their elementary academic program, instruction in reading through use of phonics

- a. Principle: Teaching children how to pronounce new words is essential to developing reading skills. “English is a phonetic language, which a child can quickly learn to read if he or she is taught the sounds of the various letters or combinations of letters” (Wilson, *Recovering the Lost Tools of Learning*, p. 31). “Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound k can be spelled as c, k, ck or ch. Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters t, p, a and s, they can start to build up the words: “tap”, “taps”, “pat”, “pats” and “sat” (National Literacy Trust).
- b. Indicators:
 - i. A phonics-based reading curriculum in K, 1st, and 2nd. However, some “sight words” consistent with phonics pedagogy are expected
 - ii. The absence of whole-word-based pedagogy in grammar school
- c. Documentation:
 - i. Provide notes that identify the sections in the grammar curriculum guide that includes phonics instruction.

E.4.B Latin or Greek: At least four years of Latin or Greek instruction, with at least two years in the secondary (i.e., after sixth grade),

Note: A year is generally understood to be 120 hours of class time with an instructor over the course of an academic year, i.e., a Carnegie unit.

- a. Principle: For membership, ACCS requires that a school teach at least two years of Latin or ancient Greek. Because ACCS accreditation has a higher bar than membership, accredited schools must require a minimum of four years of either language, with at least two of those years after the sixth grade. Teaching these languages also helps students develop their writing skills and facilitates their participation in the “great conversation” of Western civilization.
- b. Indicators:
 - i. This refers to requirements for students attending the school K–12.

c. Documentation:

- i. Provide notes that identify the pages in the curriculum guides for the Latin courses. Notes should specify the number of days per week and the length of class periods for Latin courses.

E.4.C Logic and Rhetoric: For all schools in their secondary education, provide at least one year each of formal logic and formal rhetoric.

Note: A year is generally understood to be 120 hours of class time with an instructor over the course of an academic year, i.e., a Carnegie unit.

- a. Principle: Logic and rhetoric are two elements in the Trivium, and should influence the teaching methods throughout their respective phases. As specific courses, logic and rhetoric provide students with some of the most powerful tools of learning. These requirements reflect only the bare minimum for membership in ACCS.

b. Indicators:

- i. In addition to the time requirement cited here, it is expected that logical and rhetorical tools will be integrated into other courses. This standard presumes such integration; however, this standard requires discrete instruction in logic and rhetoric.
- ii. A rhetorical thesis presentation is required for every graduate (not specifically a senior thesis).

c. Documentation:

- i. Provide notes that identify the pages in the curriculum guides for the logic and rhetoric courses. Notes should specify the number of days per week and the length of class periods for logic and rhetoric courses.
- ii. High-school graduation requirements should address these courses.

E.4.D Western Civilization: Significant study in Western history and a canon of Western literature,

- a. Principle: Because history is the revelation of God's created order in time and on earth, and because the ACCS mission "is both to promote the classical approach, and provide accountability for member schools to ensure that our cultural heritage is not lost again," we require schools to teach children their Christian heritage which has developed predominantly through the West.

b. Indicators:

- i. Many schools have found benefit in using more primary sources than textbooks in the secondary.
- ii. Children's literature used in the classroom represents the classical canon for children.
- iii. The secondary school has students read a significant portion of the Western canon of works in translations as close to the original as practical.
- iv. Socratic and ethical discourse are evident in the treatment of great texts.
- v. The school's definition of the "Western Canon" is based in some accepted tradition (Harvard Classics, The Great Books of the Western World, generally accepted tradition, etc.)

c. Documentation:

- i. Notes should identify at least some of the areas in the curriculum guides that relate to these subjects. Notes should also describe when students receive training in these subjects.
- ii. List the Western Canon texts read in grades 7–12.

E.4.E Writing: Training in writing (both prose and poetry), grammar, spelling, and composition

a. Principle: Because ACCS wants graduates who are capable communicators, which includes their ability to write, this requirement is included and reflects the need for instruction at all levels of the Trivium, from the early grammar stage where students learn spelling and English grammar, to the rhetoric years where compositions are required. The rhetoric stage presumes that students now have independent thoughts and ideas and that these students must be taught to communicate eloquently and persuasively.

b. Indicators:

- i. Prose and poetry should be apparent at all stages of the Trivium in an age-appropriate format. (progymnasmata).
- ii. Writing practices will incorporate logical defense and the classical rhetorical form (reference progymnasmata, Cicero, Quintilian).

c. Documentation:

- i. Notes should identify courses in the curriculum guides where students are taught to write poetry and prose. Also, remember to include student writing in the samples of student work.

E.4.F Bible: Training in the Scriptures should include and foster a well-integrated scriptural understanding of all subjects.

a. Principle: ACCS is committed to the restoration of our Christian culture which is grounded on the Bible. It is necessary that ACCS schools have courses that study the Bible, but that by itself is not sufficient. As this standard indicates, biblical integration is essential.

b. Indicators:

- i. The Scriptures must permeate every course of instruction since all knowledge derives from Christ (Col. 2:3).
- ii. Teachers take advantage of the natural opportunities in their lessons to integrate Scripture, while respecting the plain context of the scriptural passage. It is not expected that every lesson observed by the visit committee will include scriptural integration.

c. Documentation: This will also be evaluated during the site visit.

- i. Notes should identify courses where students receive training in the Scriptures. Also include information that tells what Bible reading students complete. Give examples of how the Scriptures are integrated into other subjects.

E.4.G Mathematics: Training is required in general mathematics, arithmetic, algebra, and geometry, at a minimum, with trigonometry offered, but not required.

- a. Principle: God is the source of order in the universe, and it is expected that proficiency with numbers is necessary for a graduate from an accredited ACCS school. Note that both arithmetic and geometry are liberal arts. While mathematical rigor is encouraged, the specific course selections should be consonant with the mission of the school.
- b. Indicators:
 - i. Students are required to complete through Algebra II and have an option to take a pre-calculus course.
 - ii. Math teachers understand the unique contribution of the quadrivium in its relationship to the classical liberal arts.
- c. Documentation:
 - i. Notes should identify courses where students receive training in math. Also provide an explanation as to what courses are required and what are elective courses.

E.4.H Science: Training in general science, biology, chemistry, and an opportunity to take physics, science instruction supports student's faith in Scripture.

- a. Principle: All order in creation derives from the Creator, and it is important to ensure students have a rudimentary understanding of how that creation is structured. These courses provide that rudimentary level of knowledge and understanding. Wherever practical, these subjects should be taught in a form consistent with natural philosophy and natural history, the classical tradition that orients the natural world to its relationship with the divine Creator's form and purpose.
- b. Indicators:
 - i. Students interviewed by the visit committee will demonstrate confidence in the truth of Scripture, especially as they express personal beliefs in creation.
 - ii. Scientism (the belief that the scientific method is the path to ultimate truth) is identified and refuted in favor of knowing God through His natural revelation.
- c. Documentation:
 - i. Notes should identify courses where students receive training in science. Also provide an explanation as to what courses are required and what are elective courses.
 - ii. Include policy or guidelines instructing teachers how to present creation.

E.4.I Theology:

- a. Principle: Historically, theology has been considered the "queen of the Sciences." In other words, the study of God leads to all other knowledge. For this reason, classical Christian schools should train and teach either in the historic tradition of theology or in the narrower field of apologetics. Apologetics is

instruction in how to give a defense of the Christian faith; it addresses the antithesis between Christ and all other religions, and how every thought needs to be brought captive to the lordship of Christ.

b. Indicators:

i. Sound biblical and theological components are regular components of discussions in all subjects.

c. Documentation:

i. Notes should identify the pages in the curriculum guide for the apologetics course **or training in theology**. Course objectives and textbook materials should also be included.

E.4.J.a Art: The curriculum includes required instruction in the theory and practice of the visual arts during the grammar stage and the logic stage. Rhetoric-stage students are required to earn some credits in fine arts.

a. Principle: ACCS is committed to truth, beauty, and goodness. These traits are found in every course, but are the very heart of this requirement. “Visual art” refers to drawing, painting, sculpture, etc. “Fine arts” include the five historic arts of painting, sculpture, architecture, music, and poetry, as well as the performing arts of theatre and dance. Fine arts also includes modern forms such as film, photography, and design. “Training in the arts” does not include art appreciation, which would be considered “general instruction.”

b. Indicators:

i. Students receive instruction in visual arts in the grammar and logic school.

ii. Graduation requirements include requirement for training in fine arts in the rhetoric school.

iii. Art appreciation is embedded or included throughout the trivium.

c. Documentation:

i. Notes should identify visual arts training courses (not appreciation courses) required during the grammar and logic stage of the Trivium. Identify the sections of the curriculum guides for these courses.

E.4.J.b Music: Have a written description (or curriculum) of the required instruction in the theory and practice of music at each stage of the Trivium. (Instruction defined above “does not have to be a class.”)

a. Principle: ACCS is committed to truth, beauty, and goodness. These traits are found in every course, but are the very heart of this requirement. Music can be inclusive of instrumental or vocal training. “Training in the arts” does not include music appreciation, which would be considered “general instruction.”

b. Indicators:

i. Students receive instruction in music in the grammar, logic, and rhetoric schools.

c. Documentation:

- i. Notes should identify the music training courses (not appreciation courses) required during each stage of the Trivium. Identify the sections of the curriculum guides for these courses.

E.5. Academic Evaluation and Assessment: The academic program will be regularly evaluated by documented, annual administration of an appropriate, nationally recognized, standardized exam and other academic assessments that reflect classical pedagogy.

- a. Principle: ACCS wants an objective means for our schools to evaluate how they are doing in instructing their students. Again, this criterion does not require that students be tested at each grade level, but only that they be tested at some regular, but unspecified intervals. Assessment using humane, thought-oriented oral, written, and discourse methods is also desired.
- b. Indicators:
 - i. Testing assesses verbal and quantitative reasoning (sometimes called critical reading, math concepts, etc.) which are influenced by the classical method.
 - ii. ACCS encourages schools to utilize the ERB CTP-5 standardized test but allows any of the others commonly available on the market, as long as the test does not direct the school's programs toward a state-standard like the Common Core.
 - iii. The ACCS recommends the use of the Classic Learning Test wherever appropriate.
- c. Documentation:
 - i. Provide copies of class score reports as received from the testing service.
 - ii. Schools may also add their own internally created reports. If so, be sure to identify what scores are being reported and how results were calculated. Does the school have targets for student learning; if so, what scores are used to measure this growth?
 - iii. Most importantly, schools should explain how schools utilize test results. Is testing being conducted to appease parents? Are scores used to evaluate instruction, learning, or curriculum? Has the school completed an analysis to see how well the written curriculum, the taught curriculum, and the test curriculum match?

F. Faculty and Instructional Resources. The school must have sufficient faculty, instructional, and facility resources to achieve its mission.

F.1. Faculty Requirements: The school must demonstrate that each of its faculty meets the school's written requirements for the position(s) that they hold.

- a. Principle: A school must have written requirements for hiring teachers which include either a specific job description or general standards of conduct, knowledge and teaching ability consistent with the subjects which the person has been hired to teach. These documents communicate that the school has considered what qualities are inherent in successful teachers and is thoughtfully applying these standards in hiring practices.
- b. Indicators:
 - i. ACCS-accredited schools have found greater success hiring inexperienced teachers who don't require re-training. A preference for hiring long-term public school teachers with experience suggests a lack of understanding of the distinctives of classical Christian pedagogy. It's very hard to successfully re-train a teacher.
 - ii. Teachers must be professing Christians who know the Lord Jesus Christ as Savior (John 3:3, 1 Peter 1:23). Staff must be in agreement with and adhere to the school's Statement of Faith as part of the qualifications for their position of employment.
- c. Documentation:
 - i. Include updated documentation as provided with the application for candidacy status (list of teachers, academic degrees, and classes taught).
 - ii. Show school's hiring policy (or documentation that defines qualifications to be a full-time teacher).
 - iii. Notes and documentation should explain the school's policy and requirements for mandatory enrollment of children of full-time employees.
 - iv. Notes should explain whether or not the school conducts criminal background checks on applicants.

F.2. Class Size: The school must show that its program for assigning teaching responsibilities and student-faculty ratio is consonant with its stated goals. ACCS expects schools to be consistent with their own policy. ACCS does not have a specified class size. Schools have adopted class sizes for enhanced marketing, for facility limitations, or for tradition. ACCS recognizes that the adopted class size has a direct correlation on teacher salaries.

- a. Principle: The school must have a policy that specifically defines how many students are assigned to a teacher. It is also important to note how many classes a teacher is assigned to teach each day, and what the allotted preparation time is for each class. The school wants to ensure that it is not running good teachers into the ground and as a consequence hampering student instruction.

- b. Indicators:
 - i. Overall student/teacher ratios for the school, maximum class size, and other limits on class size are published and followed.
- c. Documentation should indicate:
 - i. Policy on class size (or a published statement on class size used to market the school to prospective parents)
 - ii. Class rosters from the previous or current year
 - iii. Explain how many prep periods full-time grammar and secondary school teachers receive during the week

F.3. Books and Ad Fontes: An obvious love and respect for reading and books should be evident throughout the entire school's program. For example, there should be a wide variety of literature available to the students in classroom and/or school libraries.

- a. Principle: Christians are people of The Book. We put a high priority on the written word because God has done so in providing us with the Scriptures. There should be a visible emphasis placed on the importance of reading from the head administrator down, and on the quality and quantity of books available to students at each grade level.
- b. Indicators:
 - i. Books in the school's holdings are curated for quality.
 - ii. Students have ready access to "Great Books," original source material, and reference texts.
- c. Documentation: This will be observed during the on-site visit.
 - i. If the school has a summer reading program, include descriptive information here.

F.4. Teacher Development: The school must have an established, ongoing teacher development program, which is consistent with the ACCS vision. This should include taking advantage of ACCS-approved conferences, training, audio/video recordings, and/or materials.

- a. Principle: Because what ACCS is doing has not been done for well over a century and a half, we are working to re-establish a classroom model that has been essentially expunged and for which none of us has any personal recollection. Teacher training is essential to help prepare teachers and hone their teaching skills for the classroom. This is an ongoing need, not a one-time event. Teachers need to be continually challenged to think in terms that are not common to their past experience and instruction outside of ACCS.
- b. Indicators:
 - i. Teachers are able to describe the training program and how they participate in it.
 - ii. The content of teacher training and development is unique to classical and/or Christian education.
- c. Documentation:

- i. Show schedules from teacher training meetings provided during summer orientation programs as well as during the school year.

F.5. Classroom Observation: The school shall have written procedures that describe regular and ongoing supervision and classroom observation of all teachers. Policies should require written year-end evaluations for every teacher.

- a. Principle: Regular and ongoing supervision of teachers is necessary to ensure teachers continue to teach classically.
- b. Indicators:
 - i. Completed faculty evaluations include items for teachers to improve on. Evaluations don't solely consist of praise and positive affirmations.
- c. Documentation should include:
 - i. Faculty Handbook, which shows policy addressing observation and supervision of teachers
 - ii. Job description of the administrator assigned these responsibilities
 - iii. Description of specific faculty training
 - iv. Summary of specific faculty observations conducted during the previous year

G. Student Work Samples. The school must provide sample student work along with the self-study.

- a. Principle: This provides the visit committee with another means to evaluate the school.
- b. Documentation: Include scanned copies of student work in these areas:
 - i. Assignments that show instruction in phonics
 - ii. Writing assignments from all levels, especially ones showing teacher corrections, including two from logic school and two from rhetoric school
 - iii. Examples of poetry writing from all levels
 - iv. Examples of tests from all levels
 - v. Assignments from Latin
 - vi. Assignments from logic
 - vii. A senior thesis (from rhetoric)
 - viii. Photos of student art work

H. Standards for Renewal Accreditation.

H.1. Teacher Certification: (Renewal Only) The school must provide a record of the implementation of the school's teacher certification plan and the status of each teacher in that plan. (See Appendix H, p. 64.)

- a. Principle: The ACCS accreditation standards require that schools applying for ACCS accreditation agree to actively participate in the ACCS teacher certification process. This standard ensures that ACCS accredited schools are actually doing so.
- b. Indicators:
 - i. The teachers are aware of their certification level and how it impacts them.
- c. Documentation:
 - i. Provide teacher certification plan.
 - ii. Show status of teachers in the school's plan.
 - iii. Note: The school must submit its teacher certification plan to the ACCS Director of Accreditation for review and approval. The ACCS plan was updated in June, 2016.

H.2. Addressing Recommendations and Discrepancies: (Renewal Only) Provide a letter from the school explaining the correction of each discrepancy and any action taken on each recommendation. (This requirement is found on the application for accreditation renewal.)

- a. Principle: Schools submit this letter as part of the application for school renewal accreditation. To ensure that the Visit Committee receives this information, the same letter submitted with the application should be included here.
- b. Documentation:
 - i. Provide a letter explaining the correction of each discrepancy and any action taken on each recommendation.

I. Collaborative: See Appendix A for additional requirements for this endorsement.

J. State Guidelines: See Appendix E for additional requirements for these states:

1. Georgia School Accreditation
2. Tennessee School Accreditation
3. Texas State School Accreditation
4. Virginia Council for Private Education

K. Requests for Substitutions or Adjustments:

In rare cases, a particular school does not comply with one of the accreditation standards. For example, a missional, service-oriented inner city school funded through private contributions may not conform to indicators for tuition-based funding. Or, a school's mission may serve learning-disabled students who may not conform to all requirements.

In such cases, schools should include requests for adjustments with the application for candidacy status. Such adjustments are only granted when the school is deemed to be in a highly unique situation and they have missional (not practical) reasons for requesting the adjustments.

Exceptions required because the school has a non-traditional model are covered under "Endorsements."

APPENDIX A: TYPES OF ACCS ACCREDITATION

The majority of ACCS-accredited schools are accredited under our standard accreditation, which requires a school to operate a conventional number of hours and serve grades K–12 (or K–10, see conditions). Standard Accreditation (“Accreditation” herein, unless otherwise noted): K–12 schools that may grant ACCS-authorized, high-school diplomas. 7–12 programs may request a waiver to exclude K–6 under some circumstances. For schools that do not meet the requirements for Standard Accreditation, we have endorsements that communicate to parents and interested parties the relevant limitations or extensions of the modified accreditation.

Grade configurations included under standard accreditation:

- K–12. Schools are eligible to begin the accreditation process with grades K–10 in place. The school would become “accredited” as a K–12 school, upon the graduation of their first senior class.
- 7–12. Under some circumstances, schools are eligible to seek standard accreditation. Applicants should explain how receive a classical, Christian education in grades K–6. Applications from schools with grades 9–12 will be considered but applicants will need to demonstrate how students are taught logic and Latin or Greek. Schools should explain how K–6 classical Christian education is being conducted in the community and how the school is assessing this understanding.

Multisite schools: Schools that hold classes for grades K–12 in more than one facility must address additional standards.

Multi-model: Systems where school boards operate multiple educational models—conventional, collaborative, special education, sex-segregated, special focus (outdoor), etc.

ACCS ACCREDITATION ENDORSEMENTS

Our endorsement program allows for a variety of types of accreditation available through the ACCS. Schools that want to combine endorsements must request specific approval.

ENDORSEMENTS CURRENTLY AVAILABLE: SUBMIT AN APPLICATION FOR ACCREDITATION (SEE P. III)

Collaborative (previously "Shared Instruction") Endorsement. Schools are authorized to award diplomas and will be listed as “ACCS-accredited with a “collaborative” endorsement. This form of accreditation is granted to schools that operate with non-traditional schedules or hours to share responsibility for education more heavily with parents. These schools, if they offer a full K–12 program, may grant ACCS authorized high-school diplomas. Schools have the option to issue authorized diplomas with this statement: “Diploma authorized by the Association of Classical & Christian Schools.”

Additional Standards for Collaborative Model

These are additional standards that schools using a collaborative model must address, in addition to the rest of the accreditation standards for all schools.

1. Collaborative

Definition: Collaborative (formerly “Shared Instruction” endorsement, also includes University Model schools) (accredited as “collaborative”): Schools that operate with non-traditional schedules or hours to share responsibility for education more heavily with parents. These schools, if they offer K–12 programs, may grant ACCS-authorized high-school diplomas. Schools have the option to issue authorized diplomas with this statement: “Diploma authorized by the Association of Classical Christian Schools.”

Eligibility:

1. Schools must be diploma-granting institutions (or certificate-awarding institution if a K-6 or K-8 program). This endorsement is for institutions that specify a program of courses that qualifies students to receive a diploma (or certificate). ACCS does not accredit homeschool programs or “co-ops.”
2. Grammar school (i.e., grades 1-6) students spend on average at least 14 hours per week on-campus. Logic (i.e., grades 7-8), and rhetoric (i.e., grades 9-12) students spend on average at least 21 hours per week on-campus. (ACCS will consider appeals from schools that have at least 17 hours per week.) Note: Schools receiving ACCS-accreditation prior to May, 2020, with two-day per week programs are exempt from this requirement.

Philosophy: ACCS values the creation of a learning community, particularly in the upper school where discussion, logical thinking, and rhetoric are frequently practiced. We also recognize that students typically need more teacher assistance given the challenge of academic subjects in the upper school.

C.1. Diploma Track: The school must specify a list of courses and credits required for students in each grade. Successful completion of these requirements culminates in the awarding of a diploma (or certificate) at the end of the 12th grade (or 6th or 8th grade). The required course of study must be well organized and publicized to parents and students in a clear and specific manner.

- a. Principle: A required course of study leading to a diploma is a distinguishing characteristic of schools.
- b. Indicators: For each grade, the school has a list of required courses for full-time students that address the specific subject areas listed in E. Academics.
- c. Documentation should include:
 - i. A list of the required courses by grade that includes course titles, course credits, and course descriptions.
 - ii. Published information about the required courses that schools provide to parents and students.

Note: Diplomas (and diploma-tracks) are for full-time students. Collaborative schools often have students taking courses a la carte who would not receive a diploma.

C.2. Time in Class and Home: The school provides sufficient hours of instruction for all students. Schools ensure that students use time off-campus for study and learning.

- a. Principle: Believing that time is related to learning, schools require students to spend sufficient time each week in study.
- b. Indicators: The school has a weekly schedule identifying days when students are required to attend class on-campus. Schools also have clear expectations for additional days and times for learning when students are off-campus. Schools have developed methods to ensure students are accountable for study when off-campus.
- c. Documentation should include:
 - i. Class schedules along with written explanations to help the reviewer understand the specific amount of time students meet for classes on campus.
 - ii. Lesson plans for each grade level for one week, along with directions to parents and/or students for work required for off-campus days.
 - iii. Instructions to parents and sample documents (e.g., student's work, written papers, tests, and quizzes, etc.) used by the school to ensure that students spend time learning while off-campus.

C.3. Assessment: Regardless of the particular form used, schools must have a plan for assessing student learning.

- a. Principle: Students must receive regular assessments so that teachers, students, and parents may know how well students have learned the course material.
- b. Indicators: Schools have identified specific school-wide practices for conducting regular assessments that ensure reliable and authentic measures of student learning. If not under the supervision of teachers, schools have developed mandatory procedures that ensure that student learning is being accurately assessed.
- c. Documentation should include:
 - i. Administrative guidelines (or policies) provided to teachers on how to conduct student assessments, including when to test in class and when to test at home.
 - ii. Written guidelines for parents and students that explain required testing procedures.

C.4. Parent Training: Collaborative schools should expect and require the participation of parents to ensure quality learning occurs when students are not on-campus.

- a. Principle: Schools provide guidance and direction to ensure students learn specific content that follows the school's mission and philosophy of education. Students require accountability to ensure the best use of their time.

- b. Indicators: Admission policies communicate specific expectations to parents for their involvement in student learning.
- c. Schools provide formal training for parents, often referred to as “co-teachers.”
- d. Documentation should include:
 - i. Admission materials that explain the parent’s responsibility for student learning.
 - ii. A schedule of dates and times and a description of the training that the school provides to parents.
 - iii. Teacher created or other curriculum materials used for training parents to teach specific subjects.
 - iv. Examples of times when the school has disenrolled or not re-enrolled students due to lack of co-operation from parents.

Notes:

Retention of Faculty: The ACCS Accreditation Handbook includes standard B.6. Enrollment and Employment Stability. One of the indicators for this standard is the teacher retention rate for the past five years. Visit committees should be sure to review the retention rate at collaborative model schools.

Teacher Training: The ACCS Accreditation Handbook also includes standard F.4. Teacher Development. Visit committees should also be sure to review how often the school schedules teacher training meetings. Given the number of part-time teachers plus higher teacher turnover, there must be regular training conducted throughout the school year.

Administrative Staff: The ACCS Accreditation Handbook includes a section on F. Faculty and Instructional Resources which states that the school must have sufficient faculty, instructional, and facility resources to achieve its mission. Given that teachers are only on campus for two or three days per week, collaborative model schools must have sufficient administrators to allow for regular classroom supervision.

Addendum for TEXAS: TEPSAC is discussing waivers and directions to associations who accredit collaborative model schools. This information will be updated once new guidelines are available.

Visit Schedule: As parents are typically considered “co-teachers,” the visit schedule will include a time for three parents to meet with the visit committee.

Multisite Schools: Schools that want to have multiple sites included on a single accreditation visit must meet the following criteria. There are additional standards that schools with multi-sites must address, in addition to the rest of the accreditation standards for all schools. The visit committee will write one report following the visit.

Philosophy: To ensure a focus on instruction during site visits, ACCS has always invested significant time in classroom observations. The multisite process is intended to facilitate communication and simplify preparation for accreditation. As always, ACCS wants to maintain the same quality when accrediting multisite schools by spending time visiting each campus.

Definition of Multisite: Multiple (two or more) campus locations with the same grades operating under a single governing authority. Multisite visits may be accommodated for different school models (conventional, collaborative, special needs, etc.).

Evaluation Questions:

1. Does the organization have more than one building with different addresses that house the same grade level? (For example, second-grade classrooms at facility one and other second-grade classrooms at facility two.)
2. Does the organization have a single board that oversees each facility?
3. Does the organization have a single employee reporting to the board with authority over each facility?
4. Are the facilities located in an area that would allow visit committee members to travel from a central location, spend a full day at each facility, and return to a central location at the end of the day?

Notes:

1. Schools with multiple facilities serving a single succession of grades are not multisite schools. (For example, grades K–6 in one location and grades 7–12 in another location.)
2. Online schools or homeschools are not multisite schools.
3. “Franchise” schools that have multiple locations outside of a single metro are not eligible for a multisite visit. These models would be visited as individual schools. Some shared documentation in the self study will be permitted IF the schools are ready for visits at the same time.

Ability to Conduct the Site Visit:

School facilities must be located in the same general vicinity, such that one visit committee could visit different sites on consecutive days during the same visit. The visiting team must see all campuses during the visit and be able to gather each night for discussion to assess consistency between sites. Sometimes, visits may need to be extended. For this reason, when school systems of more than three schools apply, they may require larger teams to allow each team member to visit at least three sites. The number of people on the visit committee will allow for each visitor to visit three different sites. The total time required may not exceed five days (allowing two days for travel).

Costs:

The typical accreditation fee provides for a team of three individuals. (Four total days are required, two travel days and two visit days.) The size of the committee will be determined by the director of accreditation in consultation with the head of school. If the visit committee must be larger than normal (i.e., three people) for these visits, there will be additional expenses for additional members. (Travel and housing expenses will also be paid by the school as usual.)

If a longer visit is required to see additional sites, an additional \$2,000 will be assessed for each additional campus.

Additional Standards for Multisite Schools:

MS1. Rationale. The school should inform the committee why they have decided to establish different school sites rather than one location.

- a. Principle: When assessing the effectiveness of a school, it is helpful to understand the founding vision and history of a school or a school system.
- b. Indicators: In addition to a historical summary, the school should have founding principles in bylaws or other documents.
- c. Documentation should include:
 - i. School bylaws (or other documents) with references to pertinent sections.
 - ii. Written history included in promotional materials.
 - iii. Any philosophy statements that address founding principles.

MS2. Administrative Resources: The school must have sufficient administrative resources to achieve its mission. The school must demonstrate that each campus administrator meets the school's written requirements for the position(s) that they hold.

- a. Definitions: Chief administrator—the board's sole employee. Campus administrator—a person responsible for the administration of a specific campus, who may or may not be located on that campus and may or may not be full-time. Typically, this person would report to the board's main employee.
- b. Principle: Campus administrators are only able to be in one campus location at a time. The greater the number of campus locations, the greater the need to employ qualified, capable campus administrators.
- c. Indicators: The presence of a campus administrator who can train, observe, and guide teachers is directly related to the quality of classroom instruction and the culture of the school. Campus administrators should have sufficient authority to assist teachers in working with parents, have input into teacher retention, address school safety and matters of emergencies.
- d. Documentation:
 - i. List the number of separate classroom buildings and the distance between them.

- ii. Explain the hours when a school administrator is on campus and identify the hours when a school site lacks a campus administrator.
- iii. Provide job descriptions for the chief administrator and campus administrator.

MS3. Constancy of Mission. The school entity has in place a means of communication and a process for accountability to ensure a unity of purpose and consistent focus on the mission and/or vision at all locations.

- a. Principle: Parents and students expect to receive consistency in school programs. Ensuring a purposeful plan for implementing the school's mission is a key to ensure this occurs.
- b. Indicators: Schools have a regular means for sharing common communication from the central office. Schools also have a means for assessing implementation of the mission at each location.
- c. Documentation should include:
 - i. Description of the function of the central administrative office. Examples of central office communications.
 - ii. Description and examples of reports from campus administrators to the main office.
 - iii. Describe how often regular meetings of all school administrators are conducted and common topics for those meetings.

MS4. Consistent Instruction and Learning. What steps does the school take to ensure consistent instruction and student learning across the schools?

- a. Principle: Parents and students expect to receive consistency in academic programs across all campuses. The quality of instruction provided at each site should be similar. Ensuring consistency in student learning is important for the reputation and success of the school. A student should be able to transfer from one site to another without finding significant academic differences.
- b. Indicators: Campus administrators should not be treated as independent operators. There must be a clear communication of expectations for curriculum and instruction guiding their work.
- c. Documentation should include:
 - i. Directions given to campus administrators regarding areas of student discipline, curriculum and implementation, and pedagogy.
 - ii. Means of monitoring work at individual campuses to ensure consistent learning at each site.
 - iii. Methods of assessment used by the school entity to determine whether the student experience at each site is consistent with the school's mission and vision.

For these accreditation standards required from all schools, multisite schools must provide information for each specific site.

The self-study for these standards should provide campus-specific information.

- F.4. Teacher Development:** The school must have an established, ongoing teacher development program, consistent with the ACCS vision. This should include taking advantage of ACCS-approved conferences, training, audio/video recordings, or other materials.
- F.5. Classroom Observation:** The school shall have written procedures that describe regular and ongoing supervision and classroom observation of all teachers. Policies should require written year-end evaluations for every teacher.

Multi-model Schools: Schools with multiple models that they want to have included on a single accreditation visit must meet the following criteria. ACCS desires to accommodate multi-model schools with a single self-study and a coordinated site visit. These are additional standards that schools with multiple models must address, in addition to the rest of the accreditation standards for all schools. The visit committee will write one report for the organization. However, an additional section will provide a general summary of each school.

Philosophy: To ensure a focus on instruction during on-site visits, ACCS has always invested significant time in classroom observations. The multi-model process is intended to facilitate communication and simplify preparation for accreditation. At the same time, ACCS wants to maintain the same quality in assessing multi-model schools by spending time visiting each school.

Definition of Multi-model: Systems where school boards operate multiple educational models—conventional, collaborative, special education, sex-segregated, special focus (outdoor), etc.

Evaluation Questions:

1. Does one school board oversee two separate schools? (For example, a conventional five-day per week school and a second collaborative model school.)
2. Does each school have distinct admission requirements?
3. Does each school have distinct courses of study and curriculum guides?
4. Does each school have distinct graduation requirements for earning a diploma?

Notes:

1. These schools may or may not share a facility.
2. Students may or may not be able to transfer from one school to the other.

Ability to Conduct the Site Visit:

School facilities must be located in the same general vicinity, such that one visit committee could visit different sites on consecutive days during the same visit. For this reason, when school networks of more than three schools apply, they will require larger teams to allow each team member to visit at least three sites. The total time required for a visit does not exceed five days (allowing two days for travel).

Costs:

The typical accreditation fee provides for a team of three individuals who visit one school site. Four days are normally required, two travel days and two visit days. If a longer visit is required to see additional sites, an additional \$1,000 total will be assessed per each additional campus.

Additional Standards for Multi-model Schools:

MM1. Rationale. The school should inform the committee why it has decided to develop separate schools.

- a. Principle: When assessing the effectiveness of a school, it is helpful to understand the founding vision and history of a school or a school system.
- b. Indicators: In addition to a historical summary, the school may include founding principles in school bylaws.
- c. Documentation should include:
 - i. School bylaws with references to pertinent sections
 - ii. Written history included in promotional materials
 - iii. Any philosophy statements that address founding principles

MM2. Administrative Resources: The school must have sufficient administrative resources to achieve its mission. The school must demonstrate that each campus administrator meets the school's written requirements for the position(s) that they hold.

- a. Definitions: Campus administrator—a single person responsible for the administration of a specific campus, who may or may not be located on that campus and may or may not be full-time. This person would typically report to the board's single employee.
- b. Principle: Chief administrators are only able to be in one campus location at a time. The greater the number of campus locations, the greater the need to employ qualified, capable campus administrators. A school must have written requirements for hiring administrators which include either a specific job description or general standards of conduct, knowledge and ability consistent with the authority which the person has been hired to act on.
- c. Indicators: The presence of a campus administrator who can train, observe, and guide teachers is directly related to the quality of classroom instruction and the culture of the school. Campus administrators should have the authority to address matters of emergencies, school safety, teacher retention, and be able to support teachers when necessary, in working with parents.
- d. The campus administrator should report to the board's single employee.
- e. Documentation:
 - i. List the number of separate classroom buildings and the distance between them.
 - ii. Explain the hours when a school administrator is on campus and identify the hours when a school site lacks a building administrator.
 - iii. Provide job descriptions for these positions.

MM3. Constancy of Mission. The school entity has in place a means of communication and a process for accountability to ensure a unity of purpose and consistent focus on the mission and vision at all locations.

- a. Principle: Parents and students expect to receive consistency between school programs across all campuses. Ensuring a common vision for implementing the school's mission is key to ensure that this occurs.
- b. Indicators: Schools have a regular means for sharing common communication from the central office. Schools also have a means for assessing the implementation of the mission statement at each location.
- c. Documentation should include:
 - i. Description of the function of the central administrative office. Examples of central office communications.
 - ii. Description and examples of reports from campus administrators to the main office.
 - iii. Describe how often regular meetings of all school administrators are conducted and common topics for those meetings.

For these accreditation standards required from all schools, multisite schools must provide information for each specific site.

The self-study for these standards should provide school-specific information.

F.4. Teacher Development: The school must have an established, ongoing teacher development program, which is consistent with the ACCS vision, and should include taking advantage of ACCS-approved conferences, training, audio/video recordings, and/or materials.

F.5. Classroom Observation: The school shall have written procedures that describe regular and ongoing supervision and classroom observation of all teachers. Policies should require written year-end evaluations for every teacher.

ENDORSEMENTS APPROVED FOR DEVELOPMENT: SUBMIT A LETTER

Approved for development: Submit a letter to the director of accreditation expressing interest in helping develop these endorsements. We are seeking trial schools to assist with standard development for this endorsement. We will initially work on those endorsements that represent large numbers of ACCS member schools. Visit committees will use a draft set of revised standards during their site visit. Recommendations for changes to the draft standards, from the school and visit committee, will be provided to the ad-hoc committee following the site visit.

Initial accreditation for these endorsements may involve one or two visits, depending on the school's readiness. All schools undergoing accreditation for the first time may earn, at most, provisional accredited status, for a maximum of two years, at which time another accreditation application and fee, self-study, and site visit are required. This helps to ensure that new schools are carefully brought into our system, and that some of the requirements, like teacher certification, are functioning. Some schools may earn provisional accredited status after the first visit while other schools may require a second visit to achieve provisional status.

Limited Grade-Level Endorsement: Schools will be listed as "ACCS-accredited with a "limited grade-level endorsement" but are not authorized to issue diplomas or certificates (ACCS endorses or otherwise). This endorsement allows schools to become ACCS accredited without a full K–12 program.

Examples include:

- Schools that serve grades K–6 (no diploma authorization)
- Schools that serve grades K–8 (no diploma authorization)

The letter should identify other options for classical Christian education in your local area. Schools that grow to a K–12 structure MUST reapply for K–12 accreditation.

Limited Student-Service Endorsement Schools will be listed as "ACCS-accredited with a "limited student-service endorsement" but are not authorized to issue diplomas or certificates (ACCS endorses or otherwise). This is given to schools that serve a specific sub-population of students, for example, learning disabled, physically disabled, missionary kids, etc. This category does not apply to schools with selective application policies that are within the spectrum of "normal."

Online School Endorsement: Schools will be listed as "ACCS-accredited with an "online school endorsement. School may award diplomas IF the school ensures that graduation requirements are met from the state students reside in. (If the school has students from students from Georgia, Tennessee, Texas, or Virginia, they must ensure that graduation requirements for these states are met.) Along with the letter of interest to the director of accreditation, complete the application for school accreditation. (Do not include the accreditation fee.) The letter and application will be sent to the ACCS Board of Directors for review and further action.

ACCREDITATION TYPES NOT AVAILABLE FROM THE ACCS

Daycare Certification: ACCS does not certify the daycare operations of member schools undergoing ACCS accreditation.

Regional Reciprocity or Direct State Recognition: Except where required by law (e.g., Tennessee), we do not offer reciprocity directly with the state, federal, or regional accreditation authorities. We do, however, accept private accreditation recognition from states that offer this service under terms that protect the independence of our schools. The ACCS school accreditation program is currently recognized by Texas, Oklahoma, Virginia, and Georgia through their private councils..