



Accreditation Standards Manual

(Revised July, 2015)

Table of Contents

Mission and Educational Beliefs.....	1
Principles.....	2
History of Accreditation.....	4
Accreditation Procedures.....	5
AISA/Advanced Internal Review Process.....	10
AISA Assurances.....	10
AISA Educational Practices Guide.....	14
Appendix I Infectious Disease Policy of the AISA.....	22
Appendix II Alabama Notifiable Diseases/Conditions.....	26
Appendix III AISA Personnel Requirements.....	27
Appendix IV Course Credit Guidelines.....	30
Appendix V Student Placement/Transfer Guidelines.....	33
Appendix VI Graduation Guidelines.....	35
Appendix VII State of Alabama Dual Enrollment Guidelines.....	38
Appendix VIII Lifetime Sports Syllabus.....	40
Appendix IX AISA Student Appearance Policy.....	42
Appendix X AISA Interpretations/Rulings/Opinions.....	43
Appendix XI AISA Notice to Parents and Others Regarding AISA’s Responsibility to Member Schools.....	44
Appendix XII AISA Approved Schools.....	45
Appendix XIII Restitution Rule.....	46
Appendix XIV Recommendations for all AISA Accredited Schools.....	47
Appendix XV Promotion Retention Guidelines.....	50

MISSION STATEMENT

The Alabama Independent School Association's mission is to serve independent schools in the state of Alabama by providing its member schools with educational and corporate services and programs focusing on excellence in academics, accreditation and athletics. Member schools have voluntarily joined the AISA and follow the guidelines and standards in order to provide a quality school program.

EDUCATIONAL BELIEFS

Because the prime concern of the Alabama Independent School Association is the continuing need to improve educational programs for students served by its schools; the accreditation standards are characterized by the following beliefs:

- I. AISA schools must be staffed properly and equipped to provide quality educational opportunities from kindergarten through the senior year.
- II. Academic programs must be of the highest caliber and comparable to or surpass other non-public schools in the state.
- III. Children and youth can learn and schools must continually seek the most effective means to enhance and maximize opportunities to learn.
- IV. Concerned parents will continue to search for schools with traditional values where their children can achieve academically in a safe environment.
- V. Quality instruction truly makes a significant difference in learning, and success comes only from dedicated teaching and hard work by teachers and students.
- VI. A school's prime resources are people and time, and each must be used wisely.
- VII. Effective administrative leadership is the key to a successful educational program.
- VIII. AISA schools are responsible for providing a curriculum that will allow students to pursue higher education, but will never forget the students who seek vocations.
- IX. AISA schools stress the development of each student's leadership potential, attitude regarding fair play, sportsmanship, personal hygiene, self-pride and self-discipline.
- X. AISA schools must establish, implement and monitor a continuous process of educational improvement clearly focusing on student performance.

PRINCIPLES

SCHOOL GOVERNANCE

Effective governing boards adhere to the Corporate Charter, By-Laws and amendments thereto as they determine, integrate and coordinate policies which define the Corporation's purpose and function. The role of governing boards is to develop policies, fund the total school program, and hire the school's chief administrator.

SCHOOL ADMINISTRATION

Effective school leadership hinges on the development of a professional plan which implements board policy and school purpose, meets students' needs, maintains relevancy in the curriculum and provides extra-curricular programs. The pursuit of excellence in all areas of responsibility is a priority of strong and effective school leadership.

PERSONNEL

An adequately diversified, competent, experienced and qualified staff is essential to the implementation of a well-planned curriculum designed to achieve the school's mission.

PHILOSOPHY AND OBJECTIVES

A school's philosophy and objectives should be carefully formulated and clearly stated to express the school's mission, true character and purpose. The philosophy and objectives should be concise statements of beliefs about teaching and learning and about the unique role of the school in these processes.

SCHOOL AND COMMUNITY

The effective school has a basic commitment to promote mutually beneficial school-community interaction. The school provides educational programs, facilities, services, and opportunities for businesses and community agencies to commit time, talents and resources to the school.

ACADEMIC PROGRAM: CURRICULUM

An effective school curriculum grows out of careful planning led by the administrator, but involving the faculty/staff, the Board, the parents/community and the students. The curriculum is school-specific in design, scope and sequence.

ACADEMIC PROGRAM: INSTRUCTION

The Basic Objective of schools in the Alabama Independent School Association is to maximize learning; therefore, a primary focus of efforts by the administrator must be upon securing, supporting and keeping a strong teaching staff. Each teacher must, in turn, assume responsibility for ensuring that all the essential ingredients for student learning are in place.

GRADUATION REQUIREMENTS

The issuance of a high school diploma from a school that is accredited by the Alabama Independent School Association indicates verification by the Administrator and Board that the student who receives the diploma has satisfactorily completed all requirements for that diploma, including, but not limited to, the passing of courses (required and electives), as delineated in this section.

LIBRARY/MEDIA SERVICES

The library/media services provide a library program of services that supports the school's mission, beliefs, and goals. Essential resources are provided to support the basic curriculum, enrich and extend the entire curriculum, offer opportunities for independent study/research, and supplement classroom media/materials/equipment.

STUDENT SERVICES

Student services constitute an essential support function to assist in providing direction for supervision of the individual student's educational program.

STUDENT ACTIVITIES

Student activities are an integral part of an effective school program and are planned and developed to meet the needs, interests and goals of the school and its students.

PLANT AND FACILITIES

The school site, plant and facilities must provide the physical environment to implement the educational program. The operations and maintenance of the plant and facilities must be organized to achieve the school's mission and to safeguard the financial investment.

CONTINUOUS SCHOOL IMPROVEMENT

The school implements and monitors a continuous process of education improvement clearly focused on student performances.

HISTORY OF ACCREDITATION

The Alabama Independent School Association (AISA) has been steadfast in its effort to maintain an organization of independently operated non-public schools that are rich in diversity, totally committed to academic excellence and deeply concerned about the growth and development of children and youth. Therefore, to attain and sustain the AISA mark of excellence, a member school's goals and objectives must grow out of the basic philosophy and principles of its total educational commitment. This philosophy should address such essential points as the scope of the school's responsibility for the student population; the curriculum content and methods of instruction; desirable types of student activities; and the commitment to all areas of growth and development of the students.

The Association adopted its first set of accreditation standards in 1978. Initially, the standards were structured for the non-public school that had not been accredited by any other recognized educational agency.

In 1980, the original standards were revised and strengthened in an attempt to challenge the individual school, and subsequently, raise the educational image of the Association. After four years, it was a proven fact that the schools that put forth a genuine effort to comply with the 1980 standards had made tremendous progress in their attempt to provide that "clear and positive alternative" for students and their parents.

In 1986, the standards were revised in detail, updated to keep them current and they were procedurally aligned with the format used by other accrediting agencies.

The 1989 revision was written to remain current with changes in education, to continue the challenge for quality programs, and to retain and enhance the AISA image as well as that of each member school. The 1993 revision was structured to make staff development a very important and meaningful part of the self-study process. Beginning with the 1993 revision, examples and ideas for consideration and possible implementation were included, and this format is continued in the 1999 revision.

In January 2003, the AISA gained membership with the National Council for Private School Accreditation (NCPSA). NCPSA membership gave the AISA national and international recognition through an alliance between NCPSA and the Commission on International Trans-Regional Alliance (CITA), which lead to the each school also receiving accreditation by the Southern Association of Colleges and Schools (SACS).

The 2004 revision required member schools to conduct a collegial self-study and formulate a plan for continuous improvement. The revisions were written to remain current with changes in education and procedurally aligned with the format used by other accrediting agencies.

In the summer of 2012, the AISA began working with AdvancED/SACS to develop an Agency Partnership Agreement. In the spring of 2013, this agreement was finalized and the AISA became the Lead Agency in the partnership agreement. This agreement streamlines the AISA/SACS accreditation protocols into one seamless process and is the result of the revisions contained in this current document.

ACCREDITATION PROCEDURES

I. INTRODUCTION

"Accrediting" is the process whereby an educational association grants public recognition to a school meeting certain established qualifications and standards, as determined by periodic evaluations. The essential purpose is to provide professional judgment as to the quality of a school and its programs and thereafter encourage continual school improvement.

The Alabama Independent School Association (AISA) acknowledges that an essential characteristic of every member school is its independence. Furthermore, the Association has no desire ever to diminish individual school autonomy. AISA is also aware that there can be a variance in the degree of educational quality from school to school. Therefore, this association of independent schools wants to insure that each member school can achieve and maintain a basic set of standards with an acceptable quality level. Thus, the Association adopted an Accreditation Program for member schools in 1978, which continues today through our partnership with AdvancED Inc.

II. CANDIDACY CRITERIA TO BE MET BY SCHOOL PRIOR TO CONSIDERATION FOR INITIAL AISA ACCREDITATION:

- A. The school must be a non-profit chartered corporation, for-profit chartered corporation or a church chartered school.
- B. A qualified administrator is required.
- C. The school must serve at least three (3) *continuous* grades. If an early childhood center, three (3) grades above kindergarten must be served (Example: K5-grade 3). Enrollment in the grades served by the school must average at least 12 students per grade.
- D. All teachers at the school must meet AISA accreditation standards.
- E. There must be at least one teacher per grade. Elementary teachers must be degreed and state certified in elementary or early childhood education. Secondary teachers must be degreed and have at least 18 hours in the subjects taught.
- F. There must be adequate space, buildings, grounds and facilities to accommodate the curriculum offered.
- G. Candidate Status Procedure

1. The school must submit an application fee and required documents for candidate status to the AISA office. (Including a copy of the school's board minutes indicating approval for the school to pursue accreditation with AISA.) Candidate status is subject to AISA State Board approval.
2. The school must be in operation before attaining candidate status.
3. The school must host a readiness visit to determine the school's ability to meet standards and achieve AISA accreditation. The school is responsible for expenses.
4. The school may remain a candidate for up to two (2) years. The school must complete all of the AISA accreditation requirements for accreditation, submit all required forms and pay all required dues and fees.

Special Note: The AISA office will work closely with any candidate school that does not meet the criteria as stated above. Concerted efforts will be made to help the school reach its goal(s) of providing excellence in teaching and learning. This will provide time for growth of the population, refinement of the curriculum and operation of the school.

III. ACCREDITATION PROCEDURES:

The AISA/AdvancED partnership follows a standard five-year accreditation cycle. However, the AISA/AdvancED partnership does provide the AISA with the flexibility of adjusting cycles as needed.

A. ASSURANCES:

Established by the Association in March 2013, the AISA Assurances serve as a comprehensive view of what a quality independent school should strive for as an end result. Schools should use the AdvancED standards and AISA Assurances to achieve this result.

B. SELF-ASSESSMENT:

Every five years the school prepares its own self-assessment, which has been designed by AdvancED and includes the AISA Assurances. The AISA and AdvancED see tremendous value toward continuous school improvement in the self-assessment process. Please review the *AISA/AdvancED Internal Review Process* section of this manual for more information.

C. ON-SITE EVALUATION:

The AISA Academic Programs Director, or designated individual(s), will visit each school following the completion of the Self-Assessment, and prior to Quality Assurance Review, to determine the school's readiness for their Quality Assurance Review. The Quality Assurance Review Team (QART) will consist of no fewer than three individuals,

including the lead evaluator. The QART will review the self-assessment and all supporting materials.

D. ACCREDITATION COMMITTEE REVIEW:

The school's self-assessment report and visiting team's personal findings will be presented to the AISA Accreditation Committee for review and discussion if the school does not receive full accredited status. The Accreditation Committee may also request additional data, if deemed necessary, to ensure that their decisions are correct and justifiable.

E. RE-EVALUATION:

If necessary, the AISA office may re-evaluate any findings made by the QART and alter any schools accreditation standing, as necessary, after a thorough review has been completed.

IV. STANDARDS HANDBOOK:

This handbook is designed and written to assist schools in meeting accreditation requirements and to promote continuous school improvement. The assurances and recommendations stated herein are built on research of effective schools and ways to evaluate that effectiveness. Used in conjunction with the AdvancED Standards for Quality Schools, this handbook will serve as a guidepost for high quality independent school education.

The Board of Directors agrees that if any member has received accreditation in the past five years from the Southern Association of Colleges and Schools (SACS), the AISA will honor that accreditation. However, to participate in the AISA/AdvancED partnership, the school must follow AISA requirements prior to its next accreditation review.

V. SELF-STUDY:

Access to this, and all accreditation manuals, will be made available through the AISA website and/or electronically distributed to participating schools. It is suggested that a local board meeting be devoted to a discussion of the AdvancED standards and AISA Assurances. The school should formulate a standing committee to direct the accreditation process. This committee is often called the Accreditation Steering Committee, Academic Committee or the School Improvement Committee.

Each school will receive official notification of the visitation date. The Standards Self-Assessment must be completed through the AdvancED electronic platform and in accordance with the AdvancED timeline.

Each AISA Assurance will require either a Yes or No response. These Assurances have been carefully aligned with the AdvancED Standards for Quality Schools and evidence for these Assurances will serve as evidence for those aligned standards.

VI. QUALITY ASSURANCE TEAM REVIEW:

At the close of the on-site visit, the QART will present its initial findings to the school administrators and board chairperson, but will not be authorized to give any future status information.

The Lead Evaluator will promptly submit all team finding through the AdvancED electronic platform, which will be reviewed by the AISA. Special attention will be given to those assurances that were marked No in the Self Assessment and/or by the QART. Reasons for the negative answers will be discussed, as well as possible recommendations for solutions. Following this comprehensive review, the AISA will determine the accreditation status of the school in accordance with AdvancED protocols.

NOTES:

- A. The AISA Executive Director or AISA Standing Board Committees may recommend a school to be dropped from AISA membership “For Cause.” “For Cause” shall include, but not be limited to, a failure for a member to comply with any rules, regulations, qualifications or standards as may from time to time be adopted by the Board of Directors (**AISA By-laws**).
- B. The AISA Executive Director or AISA Standing Board Committees may place fines and/or sanctions on member schools for failure to comply with AISA standards, policies, and/or regulations. The school shall be afforded due process in consideration for such action. The school’s chief administrator and Board Chairperson must place in writing any appeal and forward to the AISA Executive Director within 15 days of the AISA decision. Appeals made to the State Board must be accompanied by a \$100.00 check. The AISA State Board is the final authority on all association matters.
- C. Appeals must be made to the appropriate AISA Standing Committee prior to appealing to the AISA State Board.

VII. FINANCES:

- A. Each school will pay all necessary expenses for the visiting committee members other than for the AISA staff. The member school will pay all expenses for AdvancED accreditation, i.e., dues, materials, visits, etc. Expenses will include:

Lead Evaluator - \$500.00 to be paid directly to the Lead Evaluator

Honorarium - \$50.00 per day per person (excluding Lead Evaluator)

Mileage - \$.50 per mile for all travel

Lodging – This should be discussed and agreed upon with the appropriate team member(s) prior to the visit, with regard to payment/reimbursement.

NOTE: All fees should be paid at the conclusion of the visit.

- B. A member school is responsible for all required AISA membership dues, fees and programs. Late fees up to \$100.00 may be assessed schools that are late on any monies due for membership dues, fees and programs. Failing to pay any money owed within ninety (90) days will be referred to the AISA State Board of Directors for disposition per State **By-laws** and may affect accredited status.
- C. Required Reports/meetings – The AISA office may charge schools up to \$100.00 for late reports or lack of attendance at required meetings.

VIII. PROCLAMATIONS:

Each school will receive notification from AISA once it is approved for accreditation. Each accredited school will receive an official accreditation proclamation.

IX. REVISIONS:

The methodology and procedures of this manual represent a unique approach to encourage academic excellence among AISA/AdvancED accredited schools. Efforts have been made to ensure that the manual is error free and clearly written. The State Board has approved this manual and has recognized that revisions are inevitable. Any organized body of the AISA may suggest revisions. These recommendations should be sent to the Executive Director in writing. The Accreditation Committee will review all manual revisions.

AISA/AdvancED Internal Review Process

Step One – School Leadership familiarizes itself with the accreditation process and protocol for Internal and External Review.

Step Two – Review the Accreditation Requirements

- a. Profile
- b. Executive Summary
- c. AISA Assurances
- d. AdvancED Standards
- e. Surveys
- f. Stakeholder Feedback Diagnostic
- g. Student Performance Diagnostic
- h. Improvement Plan

Step Three – Based upon an understanding of the accreditation requirements school leadership designs an Internal Review Process to meet requirements.

Step Four – Update Profile Information

Step Five – Complete Student Performance Diagnostic (The student performance diagnostic serves in a threefold capacity. A. Determine the level of academic performance / improvement. B. A source of evidence for meeting the AdvancED indicators. C. A source for identifying priorities to be addressed in the school improvement plan)

Step Six – Administer all applicable stakeholder surveys

Step Seven – Analyze survey results and complete the Stakeholder Feedback Diagnostic. (The stakeholder feedback diagnostic serves in a threefold capacity. A. Determine the level of stakeholder satisfaction with the quality of the school program. B. A source of evidence for meeting the AdvancED indicators. C. A source for identifying priorities to be addressed in the school improvement plan)

Step Eight – Perform an Internal Assessment Review of all AISA Assurances.

Step Nine – Perform an Internal Assessment Review of all AdvancED Standards Indicators and Assurances utilizing the AdvancED/AISA Alignment Document to apply Partner Criteria evidence to address related AdvancED Standards, Indicators and Assurances.

Step Ten – Create Internal Improvement Plan

Step Eleven – Write Executive Summary

Step Twelve – Prepare to Host External Review Team

Alabama Independent School Association

Assurances

Governing Board Fiscal Responsibility – *AdvancED Standard 4.2*

1. The school operates under Generally Accepted Accounting Principles (GAAP). The accounts are reviewed annually by a licensed accountant. (Note: Effective for 2016-2017 school year visits)

Governance Structure - *AdvancED Standard 4.2*

2. The governance structure clearly defines the roles, responsibilities and functions of the board members and the Administrator.

Budgetary Responsibility – *AdvancED Standard 4.2*

3. The Governing Board ensures appropriate funding is available for the total school program and the Administrator directs and superintends the school's budget.

Evaluation System– *AdvancED Standard 2.6*

4. The Administrator develops and administers a board-approved evaluation system for faculty and staff that leads to professional growth and development and continuous school improvement.

Maintenance and Security of Records – *AdvancED Standard 2.1*

5. Student transcripts, attendance registers, teacher grade books and other applicable data and documents must be professionally maintained and secured.

Direction and Supervision of Professional Development – *AdvancED Standard 3.11*

6. The Administrator directs and supervises applicable professional development programs, which must include at least 20 hours of professional development for professional staff of which 10 hours must be in-service programming designed to meet the needs at the school level.

Classroom Management/Discipline Program – *AdvancED Standard 4.3*

7. Guidelines for student conduct, attendance, and dress are written and communicated to all stakeholders.

Crisis Management Plan – *AdvancED Standard 4.3*

8. The school has comprehensive crisis management plan that is regularly reviewed and evaluated and it should, at a minimum, consist of the following:
 - Education and implementation of the AISA Infectious Disease Policy, along with a procedure for handling illnesses and injuries during the school day. Each school has personnel on staff certified to administer **Cardiopulmonary Resuscitation (CPR)**, and **Automated External Defibrillator (AED)** devices are required in all schools.

- Any student diagnosed with a contagious/communicable disease which is listed by the Alabama Public Health Department as a "notifiable disease/condition" may not attend school until cleared by a medical doctor.
- Fire and severe weather procedures must be posted and visible with periodic drills being conducted. Fire extinguishers must be provided, strategically located and inspected regularly.

Personnel Management – *AdvancED Standard 4.1*

9. The school is in compliance with the AISA personnel requirements and employees function based on clearly defined roles.

School-Community Interaction Plan – *AdvancED Standard 2.5*

10. The school has developed, implemented and communicated an effective school-community interaction plan that fully supports the school's mission statement and beliefs.

Standardized Assessment – *AdvancED Standard 5.1*

11. A nationally normed standardized assessment should be administered, at a minimum, in fifty percent of the grade levels offered. The results should be studied, as one of many methods, to evaluate the curriculum and guide instruction to improve student learning.

Instructional Design – *AdvancED Standard 3.1*

12. There must be a course of study or curriculum guide for each subject at each grade level and must be consistent with the school's mission and expectations for student performance.

Kindergarten Curriculum – *AdvancED Standard 4.2*

13. At the kindergarten level, at least four (4) hours are spent each day in a correlated and/or integrated curriculum that provides for developmentally appropriate learning activities.

Instructional Time – *AdvancED Standard 4.2*

14. School calendars must provide for a minimum of 175 full school days per year for all students, grades K-12, exclusive of privilege days, in-service, and holidays. In an emergency situation, if school is in session for four (4) hours, a full school day may be counted.

- School schedules (Grades 1-12) must reflect at least six (6) hours of academic instruction per day. *Note: Academic instructional time is defined as the actual time students are in a classroom and does not include any time beyond the instructional setting (ex. time between classes, homeroom, breaks, lunches, etc.)*
- Subjects offered in Grades 9-12 meeting for 140 clock hours of classroom instruction during the school year and successfully completed by a student enrolled in the course will receive one unit of credit.

Course Credit Guidelines – *AdvancED Standard 3.10*

15. The school complies with AISA Course Credit Guidelines.

Technology Plan – *AdvancED Standard 4.5*

16. A school technology plan is required to address short and long range goals for the school's technology needs.

Student Placement and Transfers – *AdvancED Standard 2.1*

17. School adheres to the Student Placement and Transfer Guidelines.

Graduation Guidelines – *AdvancED Standard 2.1*

18. The school complies with the AISA Graduation Guidelines.

Library/Media Services – *AdvancED Standard 4.5*

19. The library/media services must provide access to instructional technology and a comprehensive library/media collection to support student learning.

Guidance and Counseling – *AdvancED Standard 4.7*

20. Counseling services are provided that meet the needs of students and students whose needs cannot be met by the school are referred to the appropriate agencies or resources for assistance.

Challenged Material – *AdvancED Standard 4.4*

21. The school has a policy and procedure for responding to "challenged materials."

Graduate Follow-Up Studies – *AdvancED Standard 2.5*

22. Follow-up studies of graduates, and other former students, are conducted and the resulting data are shared with staff to help in determining the effectiveness of the school's programs.

Student Leadership - *AdvancED Standard 4.6*

23. The school offers leadership and character building opportunities and has organized student leadership programs, which provide students with the opportunity to become active participants in the operational functions of the school and the community.

Insurance Coverage – *AdvancED Standard 4.2*

24. The board must provide an adequate insurance program to cover property, buildings, equipment and industrial materials. Required liability insurance is included in this program to protect the school's financial investments.

School Improvement Goals – *AdvancED Standard 5.5*

25. Short, intermediate and long range goals are addressed in the school's improvement plan and reviewed annually to evaluate their usefulness and effectiveness.

Alabama Independent School Association

Educational Practices Guide

2015

Introduction

This Educational Practices Reference Guide describes the educational practices that the Alabama Independent School Association (AISA) has found helpful in providing a quality learning environment. This guide is designed to serve as a resource to schools and is aligned with the *AdvancED Accreditation Standards for Quality Schools* and the *Alabama Independent School Association Assurances*.

The AISA is focused on quality and continuous school improvement in the independent school environment. Quality is about the dynamic combination of inputs, processes, and results working in harmony to achieve the school's vision for student learning. The *AdvancED Standards for Quality Schools* and *AISA Assurances* provide this comprehensive view of quality. Schools should use the standards and *AISA Assurances* to focus on the end goal of quality. The educational practices referenced in this guide can be used to support both the *AISA Assurances* and the corresponding *AdvancED Standards for Quality Schools* when schools are looking for a guidepost. The practices highlighted are examples of benchmarks of good practice and pertain to specific assurances.

The *AISA Assurances* are identified by bold lettering and are non-negotiable statements. The additional practices contained within this guide serve as reference points of what is generally accepted as good practice. The practices provide schools with a starting point for comparison. They do not represent the end point, nor should they limit creative and innovative practices that best meet the needs of students.

The ultimate goal of the accreditation process is to help schools maximize student success and school effectiveness. Schools may use the educational practices referenced in this guide in achieving this goal.

Alabama Independent School Association
Educational Practices Guide

Governing Board Fiscal Responsibility – *AdvancED Standard 4.2*

1. The school operates under Generally Accepted Accounting Principles (GAAP). The accounts are reviewed annually by a licensed accountant. (Note: Effective for 2016-2017 school year visits)

- The governing board should ensure that all financial accounts associated with the school receive appropriate oversight and are reviewed in accordance with this assurance.
- It is recommended that all AISA accredited schools receive a full financial audit within one year of their scheduled accreditation visit.

Governance Structure - *AdvancED Standard 4.2*

2. The governance structure clearly defines the roles, responsibilities and functions of the board members and the Administrator.

- Evidence of a clear distinction between the roles of the board and the Administrator should exist.

Budgetary Responsibility – *AdvancED Standard 4.2*

3. The Governing Board ensures appropriate funding is available for the total school program and the Administrator directs and superintends the school's budget.

- Develop and maintain an annual line item budget which includes the total corporate and school program.
- Utilize recognized internal accounting procedures for proper management and control of funds.
- Have acceptable audit procedures, which ensure the protection of all assets.
- Maintain a finance committee with the responsibility for continuing the review process of income and expenditures to ensure financial stability.
- A written contractual agreement between the school and the parent(s) concerning all financial requirements, refunds, fees, assessments, etc.
- A written policy defining school purchasing procedures.
- A written policy for safeguarding school funds received on daily basis to cover a nighttime activity.
- A written policy requiring a surety bond for staff members whose job descriptions indicate the need for a bond.

- A written policy requiring all fund raising projects to be approved by the Administrative head of the school.
- A written policy governing all fund raising programs.
- A written policy governing all corporate and school bank accounts.
- A written policy requiring that AISA accreditation assurances are adhered to when applicable.

Evaluation System– *AdvancED Standard 2.6*

4. The Administrator develops and administers a board-approved evaluation system for faculty and staff that leads to professional growth and development and continuous school improvement.

- The evaluation system should, at a minimum, include teacher effectiveness, classroom management, discipline, content knowledge, student progress, lesson planning, classroom environment and record keeping.

Maintenance and Security of Records – *AdvancED Standard 2.1*

5. Student transcripts, attendance registers, teacher grade books and other applicable data and documents must be professionally maintained and secured.

- A written policy requiring the maintenance of a hard copy of the student transcript, whether or not a computerized transcript exists.
- A written policy covering the removal of student records from the file. The policy must ensure regulations of the "Privacy Act of 1976" are followed.
- A written policy requiring the recording of student's social security number on the Cumulative Record.
- A written policy requiring that a copy of the student's immunization record and birth certificate records be included in a cumulative record.
- A written policy disallowing the writing of any subjective observations or statements on a student's transcript.
- A written policy requiring that all student records, attendance registers, grade books and other applicable documents be prepared in a timely and professional manner.
- A written policy governing the release of student records that will protect the student's rights.

- The AISA **recommends** that a duplicate copy of student transcripts be maintained in a fire-proof location away from the school.
- Standardized tests that are currently administered at the school should be kept secure by the administrator. Professional and ethical procedures must be established and followed for absolute test security as it relates to teachers and students.

Direction and Supervision of Professional Development – *AdvancED Standard 3.11*

6. The Administrator directs and supervises applicable professional development programs, which must include at least 20 hours of professional development for professional staff of which 10 hours must be in-service programming designed to meet the needs at the school level.

- The AISA recommends accredited schools to support, encourage and pursue a diverse plan of professional development for all professional staff.

Classroom Management/Discipline Program – *AdvancED Standard 4.3*

7. Guidelines for student conduct, attendance, and dress are written and communicated to all stakeholders.

Crisis Management Plan – *AdvancED Standard 4.3*

8. The school has comprehensive crisis management plan that is regularly reviewed and evaluated and it should, at a minimum, consist of the following:

- **Education and implementation of the AISA Infectious Disease Policy, along with a procedure for handling illnesses and injuries during the school day. Each school has personnel on staff certified to administer Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED) devices are required in all schools.**
- **Any student diagnosed with a contagious/communicable disease which is listed by the Alabama Public Health Department as a "notifiable disease/condition" may not attend school until cleared by a medical doctor.**
- **Fire and severe weather procedures must be posted and visible with periodic drills being conducted. Fire extinguishers must be provided, strategically located and inspected regularly.**
- See Appendix I & II

Personnel Management – *AdvancED Standard 4.1*

9. The school is in compliance with the AISA personnel requirements and employees function based on clearly defined roles under the supervision of the Administrator.

- See Appendix III

- Responsibilities, roles and duties should be in writing and clearly communicated to all should employees.

School-Community Interaction Plan – *AdvancED Standard 2.5*

10. The school has developed, implemented and communicated an effective school-community interaction plan that fully supports the school’s mission statement and beliefs.

- Implement a strong school/community awareness program with a positive school image as the top priority.
- Develop and supervise an ongoing local level media program. Individual and school achievements will be publicized.
- Maintain high visibility by participating in numerous selected community programs and activities.
- Gain statewide publicity for students and the school by informing the AISA of local level achievements.
- Superintend programs which are directed toward developing individual and community pride in the school and association.
- Superintend programs and organizations involving parents, students, alumni and friends of the school.
- Superintend all programs which utilize the school's plant, facilities and grounds after hours and/or during the summer.
- Superintend a public relations and marketing program of the school that is focused on the positive image of the school and Association.

Standardized Assessment – *AdvancED Standard 5.1*

11. A nationally normed standardized assessment should be administered, at a minimum, in fifty percent of the grade levels offered. The results should be studied, as one of many methods, to evaluate the curriculum and guide instruction to improve student learning.

- The Administrator should direct and supervise the standardized testing program and ensure that that the appropriate grade levels are being assessed.
- In a school offering K-12 grade levels, the AISA recommends that students be assessed in grades 2, 4, 6, 8 and at least once in grades 10 or 11. As an alternative, schools may choose to test grades 3, 5, 7, 9 and at least once in grades 10 or 11.

Instructional Design – *AdvancED Standard 3.1*

- 12. There must be a course of study and/or curriculum guide for each subject at each grade level and it must be consistent with the school’s mission and expectations for student performance.**

Kindergarten Curriculum – *AdvancED Standard 4.2*

- 13. At the kindergarten level, at least four (4) hours are spent each day in a correlated and/or integrated curriculum that provides for developmentally appropriate learning activities.**

- Other activities in the typical kindergarten day should include rest, play, lunch, breaks, etc.

Instructional Time – *AdvancED Standard 4.2*

- 14. School calendars must provide for a minimum of 175 full school days per year for all students, grades K-12, exclusive of privilege days, in-service, and holidays. In an emergency situation, if school is in session for four (4) hours, a full school day may be counted.**

- School schedules (Grades 1-12) must reflect at least six (6) hours of academic instruction per day. *Note: Academic instructional time is defined as the actual time students are in a classroom and does not include any time beyond the instructional setting (ex. time between classes, homeroom, breaks, lunches, etc.)*
- Subjects offered in Grades 9-12 meeting for 140 clock hours of classroom instruction during the school year and successfully completed by a student enrolled in the course will receive one unit of credit.

Course Credit Guidelines – *AdvancED Standard 3.10*

- 15. The school complies with AISA Course Credit Guidelines.**

- See Appendix IV

Technology Plan – *AdvancED Standard 4.5*

- 16. A school technology plan is required to address short and long range goals for the school’s technology needs.**

- At least one computer with Internet access should be available for every thirty (30) students.

Student Placement and Transfers – *AdvancED Standard 2.1*

- 17. School adheres to the Student Placement and Transfer Guidelines.**

- See Appendix V

Graduation Guidelines – *AdvancED Standard 2.1*

18. The school complies with the AISA Graduation Guidelines.

- See Appendix VI

Library/Media Services – *AdvancED Standard 4.5*

19. The library/media services must provide access to instructional technology and a comprehensive library/media collection to support student learning.

- The school library shall be an instructional center with an assigned librarian serving as a resource person and offering a comprehensive program of library services.
- Librarian should work with faculty and students on reading and/or research.
- Librarian should work with teachers to provide library skills, services and instruction.
- Librarian, in cooperation with faculty, should plan for independent study; story hour activities; group and individual research and printed and audiovisual material utilization. A library course of study for grades K-5 – 6 should be implemented.
- Evidence should demonstrate that all students and staff have regular and ready access to media services, materials, and equipment.
- School operating budget shall have a line item fund allocation for purchase of library books, periodicals (journals/magazines for all age groups served by the school and for the major curriculum areas and at least one daily newspaper), audiovisual materials and equipment, and materials to maintain a quality instructional program for every subject.
- Shelving of books should be carefully planned so that books for very young students are available on shelves that they can safely reach. The reference (non-circulating) collection should be located in an area that can be kept especially conducive to quiet, serious study.
- The card catalog/record system should be kept current with author, title, subject, “see,” “see also” and media cards filed. There should be a separate shelf list file that is kept current. An automated library management system should be used for managing the accession, cataloging, etc.
- There should be an accession record book kept current that includes basic sourcing and removal information. Each book that is cataloged should receive an accession number and this number is placed in the Accession Record; on the page following the title page in the book; and on one more designated page in the book. (Some schools use page 11, others use page 33, etc.). Sourcing information should also be added during cataloging to the page following the title page. This is usually done along the edge of the page next to the spine, with the writing done vertically. An automated library management system may be used for managing the accession, cataloging, etc.

- The library/media materials collection should include current technological formats in support of the school’s mission and instructional program. (Note: In the absence of on-line searches, CD-ROM programs, computer software, etc., there is a feasible plan for their acquisition and use. The library/media collection of print and non-print media is current, comprehensive, and carefully selected in terms of the school’s mission and instruction program.)
- Computers with Internet access, computer software for extensive research potential, periodicals, journals, newspapers, audio tapes, video tapes, slides and similar materials and equipment should be provided to complement and supplement basic and enrichment programs. These important support ancillaries must be easily accessible to students and teachers.

Guidance and Counseling – *AdvancED Standard 4.7*

- 20. Counseling services are provided that meet the needs of students and students whose needs cannot be met by the school are referred to the appropriate agencies or resources for assistance.**

Challenged Material – *AdvancED Standard 4.4*

- 21. The school has a policy and procedure for responding to “challenged materials.”**

Graduate Follow-Up Studies – *AdvancED Standard 2.5*

- 22. Follow-up studies of graduates, and other former students, are conducted and the resulting data are shared with staff to help in determining the effectiveness of the school’s programs.**

Student Leadership - *AdvancED Standard 4.6*

- 23. The school offers leadership and character building opportunities and has organized student leadership programs, which provide students with the opportunity to become active participants in the operational functions of the school and the community.**
- This may be accomplished through a student government association or a similar leadership development program.

Insurance Coverage – *AdvancED Standard 4.2*

- 24. The board must provide an adequate insurance program to cover property, buildings, equipment and industrial materials. Required liability insurance is included in this program to protect the school’s financial investments.**

School Improvement Goals – *AdvancED Standard 5.5*

- 25. Short, intermediate and long range goals are addressed in the school’s improvement plan and reviewed annually to evaluate their usefulness and effectiveness.**

Appendix I

INFECTIOUS DISEASE POLICY OF THE ALABAMA INDEPENDENT SCHOOL ASSOCIATION

PURPOSE

The Alabama Independent School Association (AISA) has adopted this policy in an effort to minimize the possibility of transmission of any infectious diseases during school activities and athletic practice sessions or contests.

The policy primarily addresses blood borne pathogens such as the hepatitis B virus (HBV) and the Human Immunodeficiency Virus (HIV). However, it also discusses common-sense precautions against the spread of less-serious infectious diseases such as influenza and the common cold viruses (rhinoviruses).

Much of this policy has been written with contact sports such as football, wrestling and basketball in mind. However, it is applicable for all sports and activities.

REGULATIONS

Member school's faculty and staff must become knowledgeable of these regulations and be prepared to follow the stated guidelines when an injury results in bleeding during any school activity. AISA-member school officials are instructed to monitor situations in athletic contests in which an injury occurs and results in bleeding. Officials will follow the appropriate guidelines as set forth in this policy when those situations do occur. For purpose of emphasis, the guidelines which will be enforced are surrounded by a border.

BLOODBORNE PATHOGENS

Blood borne pathogens are pathogenic microorganisms present in human blood and cause disease in humans. In addition to blood, these pathogens may be present in other body fluids such as semen, vaginal fluids, breast milk and any body fluid which is obviously contaminated with blood. These pathogens include, but are not limited to hepatitis B virus and HIV.

Hepatitis B is a virus resulting in serious disease of the liver. Victims can suffer long-term consequences such as cirrhosis and liver cancer. HIV is the virus which, by weakening the immune system, causes AIDS and makes a person susceptible to infections their immune systems normally would be able to fight off. AIDS is currently incurable but is treatable.

Although hepatitis B virus is a much more common virus than HIV, it is HIV and AIDS which have served to heighten public concern about blood borne pathogens. This concern has prompted the AISA and other such organizations to adopt such guidelines.

The precise risk of HIV transmission from an infected individual by exposure to blood or certain other body fluids of an infected individual is not known. However, evidence would suggest it is extremely low. In fact, the possibility of contracting HIC in this manner much less than contracting HBV and other blood borne viral infections. Therefore, student-athletes, coaches

and officials must understand that while it is theoretically possible for HIV to be transmitted by blood from one individual to another via an open wound or mucous membrane contact, the probability of this occurring is extremely low. Precautions should be taken to minimize the possibility of transmission.

RECOMMENDED PRECAUTIONS AGAINST THE TRANSMISSION OF BLOOD BORNE PATHOGENS

Proper handling of all situations in which exposure to blood occurs will greatly reduce the possibility of transmission of blood borne pathogens such as hepatitis B virus or HIV.

Injuries resulting in the presence of blood are most likely to occur in physical education classes, athletic practice sessions and athletic contests. It is extremely important that teachers, coaches, officials and student-athletes observe the following precautions and treat all blood and any body fluid visibly contaminated with blood as potentially infectious.

1. Before competing, a student-athlete must cover any open wound on his body. This will reduce the risk of transmission of a blood borne pathogen from his open wound to the open wound or mucous membrane of another person or vice versa.

IMPORTANT NOTE: *"Coach", "teacher", "administrator" and "official" may be substituted wherever use of the term "student-athlete" is used throughout this policy. Also the pronouns "she", "her" and "hers" are applicable in all instances where "he", "him" or "his" is used.*

2. Trainers (or coaches/managers) should render first aid to student-athletes who are bleeding. These individuals should be properly trained in the correct manner to treat injuries which involve bleeding so they will not become contaminated with the blood.
3. When rendering first aid, an individual should wear protective gloves (such as disposable latex or vinyl gloves) any time blood, open wounds or mucous membranes are involved. Clean gloves should be worn for each student-athlete treated or when treating the same student-athlete more than once.
4. If an individual gets someone else's blood on his skin, he should wear protective gloves and wash the blood off with a disposable towel using soap and water or disinfect such as isopropyl alcohol (rubbing alcohol).
5. If a student-athlete begins to bleed during practice or competition, play must be stopped, the injured student-athlete removed and any potentially contaminated surfaces (such as the basketball court or wrestling mat) cleaned using a disinfectant solution of bleach and water. The recommended mixture is nine parts water to one part bleach (one cup bleach to nine cups water). The surface should be rinsed with clean water to avoid mucous membrane exposure to the disinfectant. The individual cleaning should wear protective gloves.
6. A student-athlete removed from an athletic practice or contest due to bleeding must have the bleeding stopped and any wound covered before returning to competition. If the bleeding resumes, the practice or contest must be stopped and any potentially contaminated surfaces

cleaned. It is up to the discretion of the official in charge of the competition (i.e., referee in football and basketball, home plate umpire in baseball, etc.) as to how many times the competition should be stopped due to a student-athlete's bleeding before he is disqualified from further participation. The decision to disqualify should be based on the health of the student-athlete.

7. An individual who has treated an injury where blood was present or has cleaned a potentially contaminated surface should wash his hands with soap and hot water whether or not protective glove were worn.
8. Student-athletes should shower using a liberal amount of soap and hot water after each practice and competition.
9. Towels used for any purpose by student-athletes, coaches or officials should not be used to clean blood from any potentially contaminated surface, neither should towels be shared by student-athletes, coaches or officials.

NOTE: Disposable towels should be used in all cleaning of blood contamination. Towels, protective gloves and other materials used in cleaning, as well as any bandages used to stop bleeding, should be placed in a sealed container lined with a plastic bag. Plastic bags are to be closed and discarded daily. Do not reuse the plastic bags.

OTHER INFECTIOUS DISEASES

Infectious diseases such as influenza, the common cold (rhinovirus) and mononucleosis are generally transmitted by reparatory (rhinoviruses) and the mononucleosis virus is generally transmitted by respiratory secretions, saliva and nasal discharge. This occurs through the air when an infected person sneezes or coughs or by hand contact with contaminated surfaces. Thus, the chances of becoming infected with one of these viruses is greater in a confined area where a number of individuals breathe the same air, or when individuals share objects such as towels, cups, water bottles, eating utensils, etc.

Unlike blood borne pathogens such as HBV and HIV which may have an incubation period of days, weeks or years, colds and influenza usually manifest themselves through symptoms in a manner of hours to days after being exposes.

Symptoms of influenza (fever, headache, pain joints, sore throat and cough) and the common cold (runny nose, sneezing, tearing of eyes) usually prevent the student-athlete from participating in a practice or competition due to the weakness that results from their presence.

RECOMMENDED PRECAUTIONS AGAINST THE TRANSMISSION OF OTHER INFECTIOUS DISEASES

The AISA recommends the following precautions be taken to help prevent the spread of such diseases as influenza, the common cold and mononucleosis in an athletic setting:

1. A teacher, coach or student suffering from influenza or other similar illness should stay home from school as long as he has a fever. An individual suffering from these illnesses

can remain contagious as long as he has a fever, usually not more than two to three days. If the individual feels it is necessary to attend school while still contagious, he should use good hygiene and cover his mouth and nose when coughing and sneezing.

2. Again, avoid the sharing of towels, cups and water bottles. It is poor hygienic practice to share these items.
3. Keep locker room areas well ventilated. Good air circulation may lessen the possibility of airborne spread.

FOR MORE INFORMATION

For further information concerning infectious diseases, contact the State of Alabama Department of Public Health at 242-5131.

NOTE

Faculty and staff must become knowledgeable of these regulations and be prepared to follow the stated guidelines when an injury results in bleeding during any school activity.

Appendix II
ALABAMA NOTIFIABLE DISEASES/CONDITIONS
Effective 12/31/14

Immediate, Extremely Urgent Disease/Condition

Report to the State Health Department by telephone within 4 hours of presumptive diagnosis

Anthrax, human	Smallpox
Botulism	Tularemia
Plague	Viral hemorrhagic fever
Poliomyelitis, paralytic	Cases related to nuclear, biological, or chemical terroristic agents
Severe Acute Respiratory Syndrome- associated Coronavirus (SARS-CoV)	

Immediate, Urgent Disease/Condition

Report to the State Health Department by electronic means or telephone within 24 hours of presumptive diagnosis

Brucellosis	Novel influenza A virus infections (i.e., potential new strain)
Cholera	Pertussis
Diphtheria	Poliovirus infection, nonparalytic
<i>E. coli</i> , shiga toxin-producing (STEC)	Rabies, human and animal
<i>Haemophilus influenzae</i> , invasive disease*	Rubella
Hemolytic uremic syndrome (HUS), post-diarrheal	Tuberculosis
Hepatitis A, including ALT	Typhoid fever
Legionellosis	Yellow fever
Measles (rubeola) importance	Outbreaks of any kind
Meningococcal Disease (<i>Neisseria meningitidis</i>)*	Cases of potential public health

Standard Notification Disease/Condition

Report to the State Health Department by electronic means, telephone, or in writing within 5 days of diagnosis.

Anaplasmosis	Listeriosis
Arboviral disease (including all resulted tests)	Lyme disease
Babesiosis	Malaria
Campylobacteriosis	Mumps
Chancroid	Perinatal HIV Exposure (<18 months of age)
<i>Chlamydia trachomatis</i>	Psittacosis
Cryptosporidiosis	Q Fever
Dengue	Salmonellosis
Ehrlichiosis	Shigellosis
Giardiasis	Spotted Fever Rickettsiosis
Gonorrhea	<i>Staphylococcus aureus</i> , Vancomycin-intermediate (VISA) and Vancomycin-resistant (VRSA)
Hansen's disease (Leprosy)	<i>Streptococcus pneumoniae</i> , invasive disease*
Hepatitis B, C, and other viral (acute only), including ALT	Syphilis
Human Immunodeficiency Virus infection (including asymptomatic infection, AIDS, CD4 counts, and viral load)	Tetanus
Influenza-associated pediatric mortality	Varicella
Lead, exposure screening test result	Trichinellosis (Trichinosis)
Leptospirosis	Vibriosis
*detection of organisms from a normally sterile site	

Epidemiology Division 1-800-338-8374
 STD Division 1-334-206-5350
 TB Division 1-334-206-5330

Epidemiology Division Fax 1-334-206-3734
 HIV/AIDS Division 1-800-228-0469
 Immunization Division 1-800-469-4599

Alabama Department of Public Health
 Bureau of Communicable Diseases
 DETECT, TEST and REPORT
www.adph.org/epi
 Report@adph.state.al.us

Appendix III

AISA PERSONNEL REQUIREMENTS

- **Administrators:**

- All school administrators must have at least a Masters Degree in School Administration from Alabama or another state with certification reciprocity.
- Administrator not meeting the qualification above will be issued a Temporary Professional Permit (TPP) by the AISA, if the following basic criteria are met:
 - Must have earned at least a Bachelor's Degree from a four year traditional college or university (with traditional residency requirements) and must fulfill the following:
 - A. Must attend the Administrator's Workshop, which is conducted in June of each year, for three consecutive years.
 - (or)
 - B. Must satisfactorily complete at least two (2) graduate level courses that relate to school administration annually until certification in School Administration is obtain. (see the statement above)
 - (or)
 - C. The valid period of the TPP will be for one (1) year. Renewals will be based on each individual's status of compliance with **Item A** or **B** of this section.

Note: All administrators must participate in an AISA Administrators' Workshop at least once every three (3) years. Attendance as a participant is waived for an administrator who is a presenter at the workshop.

- **Instructional and Support Staff:**

- Elementary teachers must have at least a Baccalaureate Degree from a four-year college or university and hold certification from Alabama or another state with certification reciprocity. Certificates may be either current or expired and must be in good standings.
 - Elementary teachers of grades 1-6 must be certified in Early Childhood or Elementary Education, beginning with school year 1989. Those employed prior to 1989 who have been continuously employed in their present position are "grandfathered."
 - K-5 teachers must hold Early Childhood or Elementary certification, if employed after January 1, 1994. Those employed as kindergarten teachers

before 1994, and are currently teaching kindergarten without the certification, are "grandfathered."

- Secondary teachers must have earned at least a Bachelor's Degree from a four-year college or university.
 - Instruction in all advanced curriculum courses must be by persons teaching in their major field of study, area of certification or any discipline in which 24 semester hours of college credit have been earned.
 - Instruction in junior high and/or general curriculum courses must be by persons with 18 or more earned semester hours of college credit in the specific discipline taught. Teachers may teach a subject with 12 hours of college credit if it is the minor part of the instructional day.

Note: Instructional staff members and/or part-time personnel who do not meet the above requirements must work as teacher's aides only. A teacher's aide must work under the direct supervision of a certified and/or degreed AISA professional in the area of assignment.

- **Librarians/Media Specialists**

- All Librarians/Media Specialists must have at least a Bachelor's degree from a recognized college or university and must comply with the following requirements:
 - Must hold current Library/Media Specialist certification from Alabama or another state with certification reciprocity.

(or)
 - Have a portfolio of educational and professional accomplishments, documenting a highly qualified level of expertise.

(or)
 - Earn a minimum of 24 clock hours of in-field (media services) and/or related fields of professional development during the school year or complete at least six (6) semester hours of college credit each year while working toward compliance for the position.

- **Guidance Counselors**

- All Guidance Counselors must have at least a Bachelor's degree from a recognized college or university and comply with the following requirements:
 - Must hold current guidance certification from Alabama or another state with certification reciprocity.

(or)

- Have a portfolio of educational and professional accomplishments, documenting a highly qualified level of expertise.

(or)

- Earn a minimum of 24 clock hours of in-field and/or related fields of professional development during the school year or complete at least six (6) semester hours of college credit each year while working toward compliance for the position.

- **Support Personnel**

- Properly trained support personnel (e.g. clerical, custodial and child nutrition) shall be employed to ensure a safe, clean school environment and smooth administration of the school.

Note: The AISA **recommends** the following personnel requirements for administrative and Support personnel.

Membership	1-249	250-499	500-749	750-999	1000-1249	1250-1499	1500-up
Principal or Headmaster	1	1	1	1	1	1	One (full-time equivalent) staff member shall be added where needed for each additional 250 students over 1,500.
Administrative Assistants	0	.5	1	1.5	2	2.5	
Guidance Professionals	.5	1	1.5	2	2.5	3	
Library or Media Specialists	.5	1	1	1	2	2	
Library or Media Aides	0	.5	1	1	1	1	1
Secretaries or Clerks	1	2	3	3.5	4	4.5	4.5
Custodian or maintenance	1	In addition to one full-time custodian, custodial and maintenance shall be provided in such numbers that the school facilities are adequately cleaned and maintained.					

Appendix IV

Course Credit Guidelines

- Students (grades 9-12) in a required course must pass the course or make arrangements to repeat the course prior to graduation. Each student successfully completing a one semester course will earn one-half (1/2) unit of credit and those completing a one credit course will earn one (1) unit of credit.
- Courses must be designated as one credit courses or one-half credit courses. One credit courses are either passed or failed in their entirety. Semester courses earn one-half (1/2) unit of credit. One unit courses do **not** assign credits for semesters.
- Students may earn a maximum of eight (8) units of course credit during the regular school year plus an additional two (2) units by attending summer programs that are approved by the State Department and/or AISA. The latter two units must have administrator's written approval in student's folder.
- No AISA student may earn more than ten (10) credits toward graduation during any calendar year beginning September 1 of each year. This statement must NOT be interpreted as a means to facilitate early graduation.
- A student may not earn credit for summer school, night school, or a correspondence course unless the AISA and/or the State Department of Education have approved that course or program in writing. Credits may not be earned in any of the above types of courses if that subject is part of the normal AISA school curriculum, unless it is being repeated to earn a passing grade. Headmaster must grant approval.
- Credits toward high school graduation are not awarded for independent study or tutorial courses.
- Dual Enrollment (with credit earned in high school and college) in an AISA accredited school is acceptable only under the following conditions:
 - Dual Enrollment is possible only in AISA-accredited schools that have Board policies allowing the practice.
 - AISA schools may adopt Alabama State Code Guidelines for Dual Enrollment.
 - Written approval from the administrator (or his/her designee) for dual enrollment for each specific course must be placed in the student's cumulative folder at the school prior to enrollment in any course at the college/university.
 - In awarding high school credit, the following criteria will be applied:
 - a. One quarter = 1/3 unit
 - b. Two quarters = 2/3 unit
 - c. Three quarters = 1 unit
 - d. One semester = 1/2 unit
 - e. Two semesters = 1 unit

- No responsibility for transportation to and from the college will be assumed by the AISA accredited high school.
- See Appendix VII for State of Alabama Dual Enrollment Guidelines.
- For credits to be given in laboratory science courses, students must engage in traditional hands-on laboratory activities on a regularly scheduled basis. Science courses in Biology, Chemistry, Physics, Physical Science and Anatomy/Physiology must include the prescribed curriculum and learning Activities supported by a traditional textbook and a correlated laboratory manual.
- An AISA-accredited school may develop and implement a Local Board Policy that allows up to two of the elective units for graduation to be earned through work/study during the regular school year. If such an option is pursued by a Local Board, the following minimum requirements must be met:
 - For each ½ unit of credit awarded, a minimum of 180 clock hours of on-the-job activity must be documented.
 - The maximum number of elective credits that can be earned through this option is two (2).
 - The Local Board must have a policy that includes the following:
 - Appropriate limits should be set for compensation for the student.
 - Acceptable potential job assignments that are in proximity to the school should be identified.
 - Credits for work/study may be earned only during the regular school year of the eleventh and twelfth grades. (Note: One credit may be earned each year).
 - A work/study student must be enrolled in at least five (5) regular curriculum courses each day.
 - A plan must be in place that provides regular supervision of the student and interaction with the employer by a paid member of the professional staff of the school. The paid professional staff member and the student's employer will function as a mentoring and evaluating team. The employer will provide input to the staff member concerning the grade to be given to the work/study student.
 - Transportation will not be provided by the school.
 - The relationship involving the school, the student and the employer ends at the end of the school day; however, the student's work day may extend after school hours.

- Written approval from the administrator (or his/her designee) for work/study credit to be awarded must be placed in the student's cumulative folder at the school prior to the beginning of the work/study experience. A copy of this written approval must also be filed in the AISA office.
- Administrators and/or counselors should monitor each student's progress in Grades 9-11 to assure a sufficient number of credits to enter Grade 12 and to be a viable candidate for graduation.
- Administrators should encourage all students to select their electives with consideration toward long range/career objectives.
- Administrators should assure every student in Grades 9-12, regardless of curriculum selection, a schedule of six (6) academic classes each year, exclusive of Physical Education.
- The elimination of study halls should be a priority of the school's administrator. The full six hour instructional day must be utilized for traditional classes. Follow-up study should be expected as homework instead of using part of the six hour instructional day for this purpose. AISA does not consider time spent in study hall as part of the required six hours per day of "pure instruction."
- Students shall not be allowed to schedule a required course above their grade level without written approval of parents, counselor and administrator.
- The administrator should make diligent efforts to provide technology-oriented courses and technology-assisted instruction at all levels in order to meet needs and interests of today's students and tomorrow's adults.
- A student cannot be a valid candidate for graduation unless he/she is continuously "on-roll" according to State and AISA attendance regulations during the school year preceding graduation. Exceptions must be in writing to AISA office.
- Member schools are not authorized to issue diplomas based on completion of the GED or other types of examinations or on the completion of any given number of years of schooling.
- Credits earned toward graduation must be from a program that is approved by the State Department of Education, *AdvancED*, *NCPSA*, and/or sanctioned in writing by the AISA office.

The AISA recommended grade structure for all member schools is as follows:

- A = 90-100**
- B = 80-89**
- C = 70-79**
- D = 60-69**

Appendix V

STUDENT PLACEMENT/TRANSFER GUIDELINES

- A Transfer student may be accepted and placed **temporarily** in accordance with a report card or a grade sheet that is hand-delivered by the student and/or parents; however, the official transcript must be received by mail or FAX from the previous school for official placement in a grade (elementary) or in specific courses (secondary). If the official transcript is not received within six weeks after temporary enrollment/placement, the school may move the student to a lower placement, or, if deemed appropriate, inform the parents that the student's instructional/educational needs do not match the mission and/or the admissions policy of the school. If there is not a match between student instructional/educational needs and the school's mission and/or its admissions policy, the student can be refused official admission.
- Have a written first grade entry policy, which is consistent with AISA Requirements. (Must be six [6] years of age by October 1.) **Note: Students entering the K5 program must be (five) 5 years of age by October 1.**
- Transfer students from non-member schools enrolling in Grades 9, 10, or, 11 must be advised of AISA graduation requirements. Transcripts must be reviewed to assure that transfer students can graduate with their class.
- Senior transfers from non-member schools must meet the following criteria to be a candidate for graduation:
 - Obtain letter from releasing school, signed by principal, stating approval of transfer and that the student is a candidate for graduation. Transcripts and pertinent school records should accompany letter.
 - Transcripts should indicate that student has successfully completed required and elective courses and earned sufficient credits through Grade 11 to qualify for graduation at the member school.
 - The AISA will recognize current Alabama or any other State Department of Education minimum requirements for graduation for senior transfers only from non-member schools.
 - A senior transferring into an AISA school must be a viable candidate for graduation from the school he/she is leaving. For example, if the school is an Alabama public school, the student must have passed all required courses through the 11th grade, so that all course work requirements for graduation can be met during the senior year at the AISA school.
- Transfer students from non-traditional schools, from PACE programs, and/or from home schooling must provide notarized statements of grade level(s) (elementary) and/or courses/subjects (secondary) passed in a non-traditional school, in a PACE program or through home schooling.

- Elementary students transferring from a non-traditional school, a PACE program, or home schooling are placed temporarily at the grade level to which they are promoted (if at beginning of year) or the level of current placement (if during the year) for two grading periods. At the end of the two grading periods, the school determines if the student can function at this level or if he/she should be moved to a lower level.
- Secondary students transferring from a non-traditional school, a PACE program, or home schooling are placed temporarily in the subjects/classes/levels to which they are promoted (beginning of year) or currently placed (if during the year) for two grading periods. At the end of two grading periods the school determines if the student can function in courses to which he/she has been assigned. Necessary change(s) are made at this time.
- The school accepts and classifies transfer credits or grade placements from schools that are accredited by regional accrediting agencies that are part of AdvancED or the National Council for Private School Accreditation (NCPSA) without further validation.

Appendix VI

Graduation Guidelines

- Each student who graduates from an AISA accredited school will at least meet Alabama State Department of Education course requirements for an officially sanctioned state diploma, which can be found at www.alsde.edu. AISA diplomas are awarded upon completion of the requirements for one of the State Academic Diplomas or upon the completion of the AISA Minimum Diploma Requirements or the requirements for the AISA Advanced Honors Diploma. ALSDE occupational and/or technical diploma options are not allowable under AISA Graduation Guidelines. The AISA Advanced Honors Diploma is strongly recommended for college preparatory students in AISA accredited schools.

Diploma Options

ALSDE Approved Academic Diplomas Total 24 Units

Note: Requirements can be viewed at www.alsde.edu

AISA Minimum Diploma Requirements Total 24 Units

AISA Advanced Honors Diploma Total 25 Units

- AISA Minimum Diploma Requirements(24 Units)**

UNITS REQUIRED

English Language Arts 4
Four credits of English 9, English 10,
English 11, and English 12

Mathematics 4
Must include the following:
Geometry 1
Algebra II 1

Science 4
Must include the following:
A life science 1
A physical science 1

Social Studies 4

Physical Education 1

Note: ½ unit of the Physical Education requirement will be the “Lifetime Sports” curriculum. (See Appendix for the syllabus for this ½ unit course.)

Foreign Language 1

Health	.5
Fine Arts	.5
Computer Science	.5
Electives	4.5
TOTAL	<u>24 Units</u>

• **AISA Advanced Honors Diploma (25 Units)**

UNITS REQUIRED

English Language Arts **4**
 Four credits to include advanced levels of English 9, English 10, English 11, and English 12 Note: All must incorporate a heavy emphasis on research and writing.

Mathematics **4**
 Must include advanced level of:
 Algebra II with Trigonometry 1
 Pre-Calculus 1

Science **4**
 Must include advanced levels of:
 Biology 1
 Chemistry 1
 Additional life and or physical science 2

Social Studies **4**

Physical Education **1**

Note: ½ unit of the Physical Education requirement will be the “Lifetime Sports” curriculum. (See Appendix for the syllabus for this ½ unit course.)

Foreign Language **2**
 Health **.5**
 Fine Arts **.5**
 Computer Science **.5**
 Service (School and/or Community) **.5**
 Electives **4**

TOTAL **25 Units**

Notes:

1. Subjects taken before ninth grade cannot be counted as units for graduation in any of the three diploma options. (Exception: Algebra I, Geometry, and foreign languages taken in 7th and 8th grade. This is a school decision approved by school’s board.)

2. For credits to be given in laboratory science courses, students must engage in traditional hands-on laboratory activities on a regularly scheduled basis. Science courses in Biology, Chemistry, Physics, Physical Science and Anatomy/Physiology must include the prescribed curriculum and learning activities supported by a traditional textbook and a correlated laboratory manual.
3. Two units of the same foreign language should be taken in the Advanced and Honors curricula; however, when not possible, the local school administrator may allow one unit of one language and one of another.
4. The Fine Arts requirement may be in any of the following areas: Choral Music, Instrumental Music (Band, etc.), Visual Arts, Drama, Speech or Creative Writing.
5. All AISA graduates must complete a four unit English Language Arts Curriculum that includes heavy concentration in grammar and composition in each course. American Literature must be studied one year and English Literature must be studied one year.
6. The ½ unit Service requirement in the Advanced Honors Curriculum may be earned by serving the school, other agencies or institutions, and/or the community. A minimum of 75 hours of satisfactory service, documented by the homeroom teacher, will be necessary for the ½ unit to be earned. This ½ unit of credit may be earned through service during the school day and/or through service before or after the school day, on weekends, and/or in part, during the summer. A school may design a plan that allows a student to fulfill this requirement during one semester, during one year or extended over up to the four years in grades 9-12. However, when extended time is allowed, the burden of careful documentation by more than one professional will require careful monitoring.
7. A student cannot be a valid candidate for graduation unless he/she is continuously “on-roll” according to State and AISA attendance regulations during the school year preceding graduation. Exceptions must be in writing to AISA office.
8. Member schools are not authorized to issue diplomas based on completion of the GED or other types of examinations or on the completion of any given number of years of schooling.
9. Subjects taught by tutors will not be counted toward AISA graduation requirements.
10. Credits earned toward graduation in a summer school program must be from a program that is approved by the State Department of Education, *AdvancED*, *NCPSA* and/or sanctioned in writing by AISA office.

Appendix VII
State of Alabama
Dual Enrollment Guidelines

Dual Enrollment - Postsecondary Institutions. Local boards of education may establish dual enrollment programs allowing certain high school students to enroll in postsecondary institutions in order to dually earn credits for a high school diploma and/or a postsecondary degree at both the high school and participating postsecondary levels. The dual enrollment program is open to all students meeting the following requirements:

(a) Eligible Students. Students participating in a dual enrollment program shall pay normal tuition as required by the postsecondary institution and shall meet the following requirements:

1. Have a “B” average, as defined by local board of education policy, in completed high school courses;
2. Have written approval of the student’s principal and superintendent; and
3. Be in grade 10, 11, or 12 or have an exception granted by the participating postsecondary institution upon the recommendation of the student’s principal and superintendent and in accordance with AAC Rule 290-8-9-.17 regarding gifted and talented students.
4. Students enrolled in Grades 10, 11, or 12 who do not have a “B” average in completed high school courses may be deemed eligible to participate in dual enrollment courses pending demonstrated ability to benefit as documented by successful completion and placement identification on assessments approved by the Department of Postsecondary Education. Students eligible under this section will be restricted to pursuing career/technical and health-related courses. Students enrolled under this provision must have earned a “B” average in high school courses related to the occupational/technical studies, if applicable, which the student intends to pursue at the postsecondary level and have maintained an overall grade point average of 2.50. Students enrolled under this provision must have written approval of the student’s principal and superintendent.

(b) Course offerings.

1. Courses shall be postsecondary/college level. Postsecondary/college level remedial courses shall not meet the requirements of this program.
2. Students enrolled in courses offered during the normal high school day on or off the high school campus shall have prior permission of the student’s principal, superintendent, and the participating postsecondary institution president.
3. Local boards of education shall adopt policies addressing parental permission and travel for courses offered off the high school campus during the normal school day.

(c) Credits. One (1) three semester hour postsecondary/college level course shall equal one (1) high school Carnegie credit in the same or related subject. In the case of English 11 and 12, additional action is required. (See ALSDE memo on following page for more information.)

Partial credit agreements shall be developed between the local board of education and participating postsecondary institutions.



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent of Education

April 3, 2015

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice *TRB*
State Superintendent of Education

RE: Credit for Dual Enrollment Courses

On March 11, 2015, the Alabama State Board of Education amended the *Alabama Administrative Code*, Rule No. 290-3-1-.02, pertaining to secondary course credit awarded for postsecondary course work through dual enrollment. The new rule is "One (1) three semester hours postsecondary/college-level course shall equal one (1) high school Carnegie credit in the same or related subject."

In the case of English 11 and English 12, additional action is required. Local education agencies may determine, in conjunction with the postsecondary institution, how credit for English 11 and/or English 12 is awarded.

Several options are available:

- English 101 + a literature course = English 11 or English 12 (depending on the student's grade level)
- English 102 + a literature course = English 12
- English 101 + English 102 = English 11, then 2 postsecondary-level literature courses = English 12
- English 101 + locally documented literature to match grade-level literature content = English 11 or English 12 (depending on the student's grade level)
- English 102 + locally documented literature to match grade-level literature content = English 12

If you have questions, please contact Dr. Philip C. Cleveland, Director, Career and Technical Education/Workforce Development, by telephone at 334-242-9116 or by e-mail at pcleveland@alsde.edu or Dr. Julie Hannah, Director, Office of Student Learning, by telephone at 334-353-1608 or by e-mail at jhannah@alsde.edu.

TRB:PCC:MS

cc: Dr. Philip C. Cleveland
Dr. Julie Hannah

FY15-1014

Alabama
State Board
of Education

Governor
Robert Bentley
President

Al Thompson
District I

Betty Peters
District II

Stephanie Bell
District III

Yvette M.
Richardson, Ed.D.
District IV

Ella B. Bell
District V
Vice President

Cynthia McCarty, Ph.D.
District VI

Jeff Newman
District VII
President Pro Tem

Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

APPENDIX VIII

LIFETIME SPORTS SYLLABUS

COURSE DESCRIPTION

The lifetime sports course focuses on the development of lifelong sport skills, knowledge and appreciation. Students will become skilled sports participants as well as knowledgeable spectators. The course will allow students, regardless of ability level, the opportunity to experience the values of lifetime sports in a non-threatening environment. Students will become competent and enthusiastic sport participants and spectators.

COURSE OBJECTIVES

At the completion of the course, the student will:

1. Understand the nature and history of selected sports.
2. Understand rules and strategies of selected sports.
3. Understand safety aspects of selected sports.
4. Understand the use of equipment for selected sports.
5. Understand and develop basic skills of selected sports.
6. Understand and develop etiquette and courtesies for selected sports.
7. Appreciate sports as part of our social and cultural life.
8. Understand the responsibilities of officials and the role they play in sports.
9. Understand the signals and mechanics used by officials during a contest.
10. Apply knowledge and experience to lifetime enjoyment of sports as a participant and as a spectator.
11. Apply knowledge and experience to a better quality of life.

SUBJECT MATTER

1. Nature and history of selected sports.
2. Rules and strategies of selected sports.
3. Safety aspects of selected sports.
4. Equipment of selected sports.
5. Basic skills of selected sports.
6. Etiquette and courtesies of selected sports.
7. The role of sports as part of our social and cultural life.
8. The role and responsibilities of officials during competition in a given sport.
9. Signals and mechanics used by officials.
10. Spectator skills.

SELECTED SPORTS (Specific sports to be selected by the local school.)

1. Football
2. Basketball
3. Softball/Baseball
4. Volleyball
5. Soccer
6. Golf
7. Track and Field
8. Bowling
9. Badminton
10. Tennis
11. Gymnastics
12. Martial Arts
13. Wrestling
14. Hockey
15. Field Hockey
16. Orienteering
17. Skating (Roller, Ice)
18. Team Handball
19. Speedball (speed-a-way)
20. Weight Lifting
21. Fishing
22. Rock Climbing
23. Adventure Education
24. Dance (Social, Modern, Country, Folk, Square)

ILLUSTRATIVE COURSE ACTIVITIES

1. Lecture and discussion
2. Selected demonstrations
3. Small group, team work and individual work
4. Problem solving
5. Simulations
6. Demonstrations
7. Video observation and interpretation
8. Team and individual performances
9. Field trips
10. Guest speakers and demonstrations

RECOMMENDED TEXT (OR REFERENCE FOR TEACHER)

1. Schmottlach, N. & McManama, J. **The Physical Education Handbook**. 9th ed. Boston, MA: Allyn & Bacon, 1997.

Appendix IX

AISA STUDENT APPEARANCE POLICY

The AISA State dress and appearance policy will apply to ALL AISA Academic and Athletic activities and events.

- I. Body Art
 - A. Students may not participate in AISA state level events and/or activities with exposed permanent body art (tattoos).
 - B. Students may not participate in AISA state level events and/or activities with exposed temporary body art which is insensitive, derogatory, and/or deemed inappropriate by state officials. Face painting is not allowed by athletes.
- II. Body Decorations/Piercing
 - A. Students may not participate in AISA state level events and/or activities with exposed body decorations (piercing). Exemption: Females may wear no more than one earring per ear. *Note! No jewelry or body decorations are allowed at any level in AISA athletics.
- III. Facial Hair / Hair Styles etc.
 - A. Students may not participate in AISA state level events and/or activities with:
 - 1). Facial hair below the lobe of the ear and/or below the nose.
 - 2). Spiked and/or other non-traditional hairstyles deemed inappropriate by state officials.
 - 3). Unnatural and/or non-traditional coloration of the hair.

AISA state officials (state events) or the host school head of school (interscholastic events held at a host school) will be the final authority to determine acceptable dress and appearance at AISA events and/or activities. Schools will be fined \$250.00 for failure to follow this policy. The host school's head of school is responsible for reporting the incident in writing to the AISA office with supporting evidence.

Failure to comply at state events may result in student and/or school disqualification by the AISA directors.

Note! The direct responsibility to enforce compliance with the above stated policy is delegated to the school's head of school.

Appendix X

ALABAMA INDEPENDENT SCHOOL ASSOCIATION INTERPRETATIONS /RULINGS/OPINIONS

Verbal opinions/statements by the AISA staff on interpretations/rulings/opinions concerning academic, accreditation, and athletic matters are unofficial. A verbal opinion or statement by the AISA office is not an official ruling!

The AISA office receives numerous questions concerning academic, accreditation, and athletic matters. We attempt to answer according to the information provided over the phone. Unfortunately, there are times we do not receive the “full story”. Official rulings are made in writing only after the appropriate procedure is followed. This helps us all be on the “same page”. Verbal opinions are not official!

Official rulings/interpretations/opinions are given after a written request by the school administrator is provided the AISA office with all the facts and documentation. Action taken may include official rulings/opinions, investigation of a policy, and/or sanctions for violations/infractions of rules and policies.

After reviewing/investigating the written request, school documentation and applicable standards/policies, the AISA office will respond in writing to the school administrator. Any sanctions placed on a school by the AISA Executive Director for academic, accreditation, and athletic standard and/or policy violation will only be made after concerned parties are provided the opportunity to provide a written response. Schools receiving sanctions may appeal to the appropriate committee (accreditation/athletic).

Remember: The AISA staff welcomes your calls for advice, but our opinions are based on our conversation. A verbal opinion or statement by the AISA office is not an official ruling.

Appendix XI

ALABAMA INDEPENDENT SCHOOL ASSOCIATION NOTICE TO PARENTS AND OTHERS REGARDING AISA'S RESPONSIBILITY TO MEMBER SCHOOLS

The Alabama Independent School Association (AISA) has served independent schools since 1970 by focusing on excellence in academics, athletics, and accreditation and providing member schools and students with services, and programs. Member schools have voluntarily joined the AISA and follow the guidelines and standards in order to provide an effective school program.

All complaints concerning a school's local decisions should be made at the school level (i.e. teacher/administrator/board). The AISA office will not interfere in the daily operations of the school. Complaints by parents and teachers concerning local decisions will be referred to the school administrator. In order to meet the AISA's obligations and responsibilities to our member schools, parents and others with concerns should direct inquiries to their school.

The Alabama Independent School Association (AISA) acknowledges that an essential characteristic of every member school is its independence. Furthermore, the Association has no desire ever to diminish individual school autonomy.

Appendix XII

ALABAMA INDEPENDENT SCHOOL ASSOCIATION APPROVED SCHOOLS

According to AISA Course Credit Guidelines, the AISA will approve credits for graduation from the following schools/programs. Transfer students admitted from any other school must be admitted as a temporary student. (See Student Placement/Transfer Guidelines)

All AISA schools sponsoring a summer school program for credits must submit a summer school permission form to the AISA office.

The Head of School has the ultimate responsibility to approve all credits for graduation.

All AISA Schools

(see website www.aisaonline.org)

All AdvancED Accredited Schools

(see website www.advanc-ed.org)

All Public Schools

(see website www.alsde.edu)

All NCPSA Accrediting Agencies

(see website www.ncpsa.org)

Appendix XIII

Restitution Rule:

Any Alabama Independent School Association member school or member school employee that sues the AISA or is involved in a legal action against the AISA shall pay all legal expenses incurred by the AISA if the AISA is exonerated.

(Passed by the AISA State Board of Directors, September 26, 1998.)

Appendix XIV

Additional Recommendations for all AISA/SACS Accredited Schools

- A written policy outlining the selection (hiring) and termination (firing) of all personnel.
- A written policy requiring a criminal background check on all school employees in accordance with the Child Protection Act.
- A written employee/employer contractual agreement including review, dismissal and appeal procedures.
- A written admission policy, which clearly defines all enrollment criteria including a non-discriminatory policy, and supports the school's mission statement.
- A written policy requiring the annual development of a Parent/Student Handbook.
- A written policy requiring the annual development of a Faculty Handbook.
- A written policy for safeguarding school's inventory of equipment and supplies, corporate records, minutes, deeds and other important papers.
- A written policy for securing student transcripts, teacher grade books and attendance records. Student data should remain in the "active file" for a minimum of five (5) years following graduation.
- A written policy requiring adequate insurance coverage to include general liability, professional liability, property, workers' compensation, student accident, vandalism, etc.
- A written policy stating the maximum pupil/teacher ratios at each grade level.

AISA recommendations:

Kindergarten	20/1
Grades 1-3	22/1
Grades 4-6	25/1
Grades 7-12	28/1

- The AISA strongly recommends that AISA member schools do not accept student transfers who have been expelled from their previous school due to behavioral reason(s).
- A planning period should be made available to each teacher (elementary and secondary).
- The administrator should ensure that guidelines for homework are in writing, that they are followed by teachers at the school and parents and students understand these procedures. Homework guidelines should address the following:
 - What type of homework should be assigned? (Example: no new skills; follow-up/practice on what the teacher has already TAUGHT).
 - How often should homework be assigned at the different grade levels?
 - How much time is reasonable to expect students to spend on homework?
 - How much use of resources in home assignments beyond the textbooks is reasonable to expect?
 - Should efforts be made to schedule major assignments (projects, papers, tests, etc.) on a staggered system (different due dates)?
- Students in pre-kindergarten and kindergarten should be evaluated in developmentally-appropriate manner. Checklists, rating scales, anecdotal records, oral tests (responses recorded by teacher) and some paper and pencil tests (during second semester of kindergarten) should be considered for use with young children.
- Students in grades 1-6 should receive *an adequate number of* evaluations per nine weeks, with at least six of these being major grades on paper and pencil tests. Non-test activities that are evaluated such as reports, projects and/or group work should be documented through the use of teacher-developed rating scales, checklists, and/or anecdotal records.
- Students in grades 7-12 should receive *an adequate number of* evaluations per nine weeks, and at least six of these should be paper and pencil tests or other major grades. Cumulative or summative testing must be done in grades 7-12. The administrator should lead in deciding on what kind of summative evaluation will be done at each grade: unit tests, six weeks tests and/or semester tests. Non-test activities in grades 7-12 such as reports, projects, laboratory work and independent research must be evaluated and documented through the use of teacher-developed rating scales and/or checklists.
- Teacher-made tests should contain different types of items, as determined by the objectives and content being evaluated.

- The emphasis in student evaluation design must reflect the focus of planning and teaching; that is, if there has been an extensive knowledge base built during the teaching of a unit, then objective items, such as matching, short answer and multiple choice, should be used in testing. If the unit extends, however, into application, analysis, synthesis and evaluation level learning opportunities, then interpretive exercises and essay items need to be included in the testing.
- The teacher should use the various means of student evaluation to evaluate his/her instructional effectiveness and to examine the curriculum.
- A comprehensive assessment system for the school is established and provides current data that includes a profile of student performance, school and community characteristics and perceptions of the school.
 - A comprehensive system for assessing student progress based on clearly defined student results for learning is developed and implemented.
 - The school establishes performance expectations for student learning.
 - A school improvement plan is developed and implemented to improve student performance and the school's effectiveness.
 - An action plan should focus on student improvement and academic assessment to determine effectiveness of the action plan.
 - Assessment (data collected) should be used to monitor the success of the action plan.

Appendix XV

Promotion/Retention Guidelines

Promotion and retention decisions are based on written guidelines developed under the leadership of the administrator and should be clearly stated in student/parent handbooks and documents.

- The following examples are provided for consideration and/or to serve as a basis for the development of specific written procedures to use by the school.

A. Example at Elementary level:

1. In order to qualify for promotion from any of the elementary grades (1-6), a student is to be reading in an on-grade-level basal reader. A student who is reading below grade level should receive grades reflective of the low performance.
2. If a student in an on-grade level reader fails reading and mathematics for the year, the grade is to be repeated.
3. If a student in an on-grade level reader fails reading or mathematics and any two of the listed subjects (English, spelling, social studies, or science the grade is to be repeated.)
4. Students who are immature or make progress slowly should be given additional time in the elementary school grades to build a good foundation in school work. Grades earned by the student must support the decision to promote or retain the student.

B. Example at Secondary Level:

1. In the secondary grades (7-12), a student is in a grade level until he/she has passed all requirements of that grade level. That is, for example, if a student is taking three 8th grade subjects and two 7th grade subjects, he/she is considered to be a 7th grader.
2. A student is to be evaluated on academic performance on the grade level of current placement. That is for example, if a student is in the 8th grade, evaluation is to be based on success at the 8th grade level.
3. The numerical averages for each grading period are used at the end of the year for grades 7 and 8 to determine the grade for the year.

4. A final test given during the last three (3) days of the school year will count as a major grade during the last reporting period only in grades 7 and 8.
5. If a 7th or 8th grade student who fails a course for the year passes fewer than two (2) nine week periods he/she must earn one (1) credit in summer school or regular school in order to pass the course. If a 7th or 8th grade student who fails a course for the year passes two (2) or more nine week periods, he/she may earn ½ credit in summer school in order to pass the course.
6. In that Carnegie units are not involved in grades 7 and 8, a 7th or 8th grader who passes Algebra I with a D may repeat the course for strengthening rather than taking another math course, provided there is a written request from the parents. If the course is repeated in grade 9, a Carnegie unit may be earned.
7. A student is to be promoted in a subject if he/she passes that subject without regard to his/her passing or failing other subjects in grades 9-12.
8. In grades 9-12, a semester examination is given in all courses. Each student will receive a numerical grade on the examination.
9. In grades 9-12, the semester average is obtained by using three grades: the numerical average for each of the two (2) nine weeks and numerical grade on the final examination.