

ALABAMA INDEPENDENT SCHOOL ASSOCIATION

AISA



ACCREDITATION STANDARDS CHECKLIST

SCHOOL: _____

ACCREDITATION VISIT DATE: _____

CHAIR: _____ EMAIL: _____

CO-CHAIR: _____ EMAIL: _____

HEADMASTER: _____

1.0 SCHOOL GOVERNANCE STANDARDS

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

1.1 The Corporation must comply with local, state, and federal laws, which regulate its corporate status.

1.1.1 State and Federal taxes and benefit programs:
Sales _____ SUI _____
Income _____ Pension _____
FICA _____ Other _____
Corporate _____

1.1.2 EPA: Asbestos Management and Control Act.

1.1.3 OSHA's "Right to Know Law" Hazardous Communications Program, health and safety programs.

1.1.4 EPA's Lead Contamination Act.

1.1.5 Americans with Disabilities Act. (ADA)

1.1.6 Commercial Driver's License Act. (CDL)

1.1.7 Insurance Programs:
Workers' Compensation _____
General Liability _____
Professional Liability _____
Student Health _____

1.1.8 Health Department specifications.

1.1.9 Fire and safety specifications.

1.0 SCHOOL GOVERNANCE STANDARDS – continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

1.2 The Governing Board must fund the total school program.

1.2.1 Develop and maintain an annual line item budget which includes the total corporate and school program.

1.2.2 Utilize recognized internal accounting procedures for proper management and control of funds.

1.2.3 Have acceptable audit procedures, which ensure the protection of all assets.

1.2.4 Maintain a finance committee with the responsibility for continuing the review process of income and expenditures to ensure financial stability.

1.2.5 Have a written contractual agreement between the school and the parent(s) concerning all financial requirements, refunds, fees, assessments, etc.

1.2.6 Have a written policy defining school purchasing procedures.

1.2.7 Have a written policy for safeguarding school funds received on daily basis to cover a nighttime activity.

1.2.8 Have a written policy requiring a surety bond for staff members whose job descriptions indicate the need for a bond.

1.2.9 Have a written policy requiring all fund raising projects to be approved by the Administrative head of the school.

1.2.10 Have a written policy governing all fund raising programs.

1.0 SCHOOL GOVERNANCE STANDARDS – continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

1.2.11 Have a written policy governing all corporate and school bank accounts.

1.2.12 Have a written policy requiring that AISA accreditation standards are adhered to when applicable.

1.3 The governing board must develop policies which professionally implement the Purposes of the Corporation.

1.3.1 Have a written mission/purpose statement, written philosophy and written objectives of the school that reflect expected levels.

1.3.2 Have a written policy outlining the selection (hiring) and termination (firing) of all personnel.

1.3.3 Have a written policy requiring a criminal background check on all school employees.

1.3.4 Have a written employee/employer contractual agreement including review, dismissal and appeal procedures.

1.3.5 Have a written admission policy, which clearly defines all enrollment criteria including a non-discriminatory policy, and supports the school's mission statement.

1.3.6 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.**

1.3.7 Have a written policy requiring the annual development of a Parent/Student Handbook.

1.0 SCHOOL GOVERNANCE STANDARDS – continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

1.3.8 Have a written policy requiring the annual development of a Faculty Handbook.

1.3.9 Have a written safety and security procedure for plant and facilities.

1.3.10 Have a written policy for safeguarding school's inventory of equipment and supplies, corporate records, minutes, deeds and other important papers.

1.3.11 Have 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.

1.3.12 Have a written policy requiring adequate insurance coverage to include general liability, professional liability, property, workers' compensation, student accident, vandalism, etc.

1.3.13 Have a written policy which requires professional staff members to meet or to exceed the credential requirement of the AISA.

1.3.14 Have a written policy requiring the school to test all students in grades 2, 4, 6 and 8 according to AISA specifications for achievement and school ability.

1.3.15 Have a written policy requiring all graduates to meet AISA specifications.

1.3.16 Have a written policy requiring at least 10 hours of Professional Development activities per year.

1.3.17 Have 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

1.0 SCHOOL GOVERNANCE STANDARDS – continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

1.3.18 Have a written policy governing the acceptance of transfer students from non-traditional academic programs (i.e., home schools, pace programs).

1.3.19 Have a written policy requiring that the public relations and marketing of the school be focused on the positive image of the school and the Association.

1.3.20 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)

1.4. The school site, plant and facilities must provide the physical environment to implement the desired educational program. The governing board must develop policies to assure this standard.

1.4.1 Have a written policy placing the plant, facilities and grounds under the direct supervision of the school administrator.

1.4.2 Have a written policy requiring periodic safety checks of all buildings, facilities and grounds. Special emphasis should be placed on all electrical outlets and junction boxes, playground equipment, physical education apparatus, athletic equipment, weight room, science laboratories, stairs, traffic flow pattern and other high-risk areas.

1.4.3 Have a written policy requiring the science laboratories, food service facilities, storage areas, shops, gymnasiums and other specific high risk areas to meet very rigid management and safety rules.

1.4.4 Have a written policy requiring fire, severe weather and evacuation procedures be posted prominently in all rooms and corridors.

1.4.5 Have a written policy requiring specific safeguard provisions and equipment to protect all important documents from fire, theft, vandalism, and natural disasters.

1.0 SCHOOL GOVERNANCE STANDARDS – continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

1.4.6 Develop and implement a specific procedure for handling bomb and/or other types of terrorist threats. This procedure should include, but not be limited to, the following:

- Handling the phone call
- Establishing a school alert system
- Contacting appropriate outside authorities
- Establishing an evacuation procedure
- Establishing a “lockdown” procedure
- Establishing a search procedure
- Establishing a procedure for handling suspicious items, packages, etc.
- Determining all "clear status."

1.4.7 Develop and implement an ongoing in-service for all employees to ensure that everyone is on the alert for suspicious persons, unusual student behavior, student gossip, unusual dress/appearance, etc.

1.4.8 Have a written policy requiring a videotape and written inventory of all assets.

1.4.9 Have a written job description for all employees, including lunchroom, custodial and maintenance employees.

1.4.10 Have a written policy requiring an on-going program of repair, renovations and physical additions to meet the needs of the enrollment.

1.4.11 Have a written policy governing the traffic and parking pattern of the school.

1.4.12 Have a written policy requiring monthly fire and severe weather drills.

1.4.13 Have a written policy requiring the strategic placement of fire alarms, smoke detectors and fire extinguishers in all buildings.

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

1.0 SCHOOL GOVERNANCE STANDARDS – continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

- 1.5.1 Have a written policy requiring the maintenance of a hard copy of the student transcript, whether or not a computerized transcript exists.
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- 1.5.2 Have 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.
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- 1.5.3 Have a written policy requiring the recording of student's social security number on the Cumulative Record.
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- 1.5.4 Have a written policy requiring that a copy of the student's immunization record and birth certificate records be included in a cumulative record.
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- 1.5.5 Have written policy disallowing the writing of any subjective observations or statements on a student's transcript.
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- 1.5.6 Have a written policy requiring that all student records, attendance registers, grade books and other applicable documents be prepared in a timely and professional manner.
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- 1.5.7 Have a written policy governing the release of student records that will protect the student's rights.
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- 1.5.8 The AISA **recommends** that a duplicate copy of student transcripts be maintained in a fire-proof location away from the school.
- 1.6 Standardized tests that are currently administered at the school must 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.
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- 1.7 Establishes policies and procedures that recognize and preserve the executive, administrative and leadership prerogative of the head of the school.
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2.0 SCHOOL ADMINISTRATION STANDARDS

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

2.1 The administrator will direct and superintend all corporate programs.

2.2 The administrator will direct and superintend all insurance programs.

2.3 The administrator will direct and superintend the school's budget.

2.3.1 Prepare and submit annual budget for board action.

2.3.2 Supervise ongoing budget review practices to maintain financial status awareness.

2.3.3 Administer the budget in accordance with board policies covering payroll, purchasing and disbursements.

2.3.4 Implement acceptable board-approved procedures for the Internal Account.

2.3.5 Approve and superintend internal school fund-raising projects.

2.3.6 Superintend acceptable board approved accounting and audit procedures.

2.4 The administrator will direct and superintend a Public Relations Program.

2.4.1 Implement a strong school/community awareness program with a positive school image as the top priority.

2.4.2 Develop and supervise an ongoing local level media program. Individual and school achievements will be publicized.

2.0 SCHOOL ADMINISTRATION STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

2.4.3 Maintain high visibility by participating in numerous selected community programs and activities.

2.4.4 Gain statewide publicity for students and the school by informing the AISA of local level achievements.

2.4.5 Superintend programs which are directed toward developing individual and community pride in the school and association.

2.4.6 Superintend programs and organizations involving parents, students, alumni and friends of the school.

2.4.7 Superintend all programs which utilize the school's plant, facilities and grounds after hours and/or during the summer.

2.4.8 Superintend a public relations and marketing program of the school that is focused on the positive image of the school and Association.

2.5 The administrator will implement board policies directed toward providing a safe, secure and wholesome environment for students, faculty and staff, and visitors.

2.6 Administer and supervise the instructional program.

2.6.1 Direct and supervise the dissemination of information and materials from the AISA and other sources to appropriate faculty and/or staff members.

2.6.2 Direct and supervise the implementation of the school's mission.

2.0 SCHOOL ADMINISTRATION STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

2.6.3 Direct and supervise the implementation of the school's academic program.

2.6.4 Direct and supervise the implementation of the school faculty and staff in performance of assigned duties, as stated in the faculty handbook.

2.6.5 Direct and supervise student performance.

2.6.6 Superintend all extra-curricular organizations and activities.

2.6.7 Direct and supervise the review of the curriculum to ensure that the curriculum is kept current and to implement appropriate curriculum enrichment and/or extension.

2.6.8 Direct and supervise the selection and use of instructional supplies, materials and equipment.

2.6.9 Develop and administer a board-approved evaluation program for faculty and staff to include teacher effectiveness, classroom management, discipline, content knowledge, student progress, lesson planning, classroom environment and record keeping.

2.6.10 Direct and supervise applicable professional development programs. **The AISA encourages** 100% participation in the AISA Professional Development Day Program. Annually, there must be at least 10 hours of school in-service designed to meet needs at the school level.

2.6.11 Direct and superintend the school's athletic program.

2.6.12 Assign and supervise faculty and staff in accordance with AISA specifications. Individual professionals who teach in the secondary grades should have no more than two (2) different subject area preparations.

2.0 SCHOOL ADMINISTRATION STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

2.6.13 Direct and supervise the development and implementation of policies governing general and specific programs, organizations, awards, etc.

2.6.14 Direct and supervise the standardized testing program, including, the security of tests when not in use; the use of the results to improve the curriculum, teaching, and learning; and to provide objective information to be used in individuals and/or groups.

2.6.15 Develop, direct and supervise the implementation of a test security system for the required testing program.

2.6.16 Direct and supervise the school's accreditation procedures.

2.6.17 Direct and supervise an effective guidance and counseling program.

2.6.18 Direct and supervise an on-going program to develop and maintain an effective library/media center.

2.6.19 Direct and supervise an on-going program to ensure appropriate scope and sequence of each curricular offering. (A copy of the Course of Study for each discipline taught in each classroom must be assigned to that room. The documents serve as a guide and job description for each applicable teacher.)

2.6.20 Implement an on-going classroom visitation and teacher evaluation program.

2.6.21 Supervise an on-going classroom management/Discipline program.

2.6.22 Direct and supervise the implementation of the AISA Infectious Disease Policy, along with a procedure for handling illnesses and injuries during the school day. Each school office should maintain a first aid kit, equipped with items recommended by a medical doctor, to handle emergencies initially. Each school should have certified CPR personnel on staff. AED (defibrillators) will be required effective 2004-2005 school year.

2.0 SCHOOL ADMINISTRATION STANDARDS –continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

2.6.23 Administer "notifiable disease/condition" policy. Any AISA 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. See Appendix for "Procedures for Implementing the AISA Contagious/Communicable Disease Policy" and for the "Alabama Notifiable Diseases/Conditions."

2.7 Administer and supervise the school's food service program.

2.7.1 Direct and supervise the food service staff.

2.7.2 Direct and supervise menu preparation.

2.7.3 Administer the food service program in accordance with state, federal and local laws.

2.8 Administer and supervise the school's accreditation program.

2.8.1 Direct and supervise the school's accreditation program by allocating and aligning human, instructional, financial and physical resources in support of the mission statement and beliefs of the school.

2.8.2 Ensure compliance of any identified areas of non-compliance with standards and addresses recommendations for improvement.

2.8.3 Maintain stakeholder involvement to support student learning.

3.0 PERSONNEL STANDARDS

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

3.1 ADMINISTRATORS:

3.1.1 All school administrators must have at least a Masters Degree in School--Administration from Alabama or another state (with certification reciprocity).

3.1.2 Administrator not meeting **STANDARD 3.1.1** (above) will be issued a Temporary Professional Permit (TPP) by the AISA, if the following basic criteria are met:

1. 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 each year for three years. (AISA conducts this workshop in June).
 - (or)
 - b. Must satisfactorily complete at least two (2) courses that relate to school administration annually until compliance with **STANDARD 3.1.1** above is met.
 - (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.
 - d. Schools employing administrators not meeting **STANDARD 3.1.1** can receive no more than one (1) year accredited status; however, one year renewals can be granted until administrative certification is earned in accordance with **Item b** or until the administrator has completed three (3) AISA Administrator Workshops.

3.1.3 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

3.1.4 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.					

3.0 PERSONNEL STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

3.2 INSTRUCTORS AND SUPPORT STAFF:

3.2.1 Elementary teachers must have at least a Baccalaureate Degree from a four-year college or university and hold current certification from Alabama or another state with certification reciprocity.

1. 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."
 2. 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."
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3.2.2 Secondary teachers must have earned at least a Bachelor's Degree from a four-year college or university.

1. Instruction in all advanced curriculum courses must be by persons teaching in major field of study, area of certification or any discipline in which 24 semester hours of college credit have been earned.
 2. 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.
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3.2.3 Instructional staff members and/or part-time personnel who do not meet Standard 3.2.1 or Standard 3.2.2 in section II 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.

3.2.4 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.

3.3 LIBRARIANS/MEDIA SPECIALISTS – Library/Media services are under the leadership of legally qualified personnel.

3.3.1 All Librarians/Media Specialists must have at least a Bachelor's degree from a recognized college or university.

3.3.2 All Librarians/Media Specialists must comply with the following requirements:

1. Must hold current Library/Media Specialist certification from Alabama or another state with certification reciprocity. (or)
2. Meet regional accrediting standards (SACS); or national or federal standards; or regulation; or have a portfolio of educational and professional accomplishments, documenting a highly qualified level of expertise. (or)

3.0 PERSONNEL STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

3. 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.
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3.4 **GUIDANCE COUNSELORS** – Counseling service are under the leadership of legally qualified personnel.

- 3.4.1 All Guidance Counselors must have at least a Bachelor’s degree from a recognized college or university.
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- 3.4.2 All Guidance Counselors must comply with the following requirements:

1. Must hold current guidance certification from Alabama or another state with certification reciprocity.
(or)
 2. Meet regional accrediting standards (SACS); or national or federal standards; or regulations; or have a portfolio of educational and professional accomplishments, documenting a highly qualified level of expertise.
(or)
 3. 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.
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4.0 PHILOSOPHY AND OBJECTIVES STANDARDS

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

4.1 The school's philosophy and objectives are congruous with fundamental educational ideas and ideals of the AISA.

4.1.1 Philosophy and objectives of the school reflect a commitment to a strong academic program; they also address student growth and development in intellectual, spiritual, physical, personal, social and emotional areas.

4.1.2 A quality school develops and communicates a vision, beliefs and mission statement that focus on student performance and school effectiveness.

4.1.3 The school will formulate and implement an academic improvement plan as a result of undergoing the Self-Study and School Improvement Process (SIP).

4.2 The philosophy is student-centered with educational objectives that are realistic and attainable in the future.

4.2.1 The philosophy and objectives reflect the school's commitment to prepare students to function and contribute in the rapidly changing world.

4.2.2 Recognition of the impact of technology is reflected in the philosophy and objectives.

4.3 The faculty has developed the school's philosophy/objectives and mission statement with input from the staff, students, parents and community.

4.4 The administration has a review procedure to assure that both the philosophy and objectives are built on a strong commitment to traditional academic excellence. Current educational trends and practices, as they affect the local school and community, must be considered. An in-depth review of the philosophy and objectives occurs at least once every three to five years as a part of the self-study process that precedes the evaluation and re-accreditation. The philosophy and objectives are expressed in the school's profile, mission statement and beliefs statement as stated in the school's Self-Study and academic improvement plan.

5.0 SCHOOL AND COMMUNITY STANDARDS

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

5.1 Administration provides strong, positive leadership in the implementation of mutually beneficial school-community interaction.

5.1.1 A brief narrative description of community interaction is given in the written self-study.

5.1.2 Summary data collected on interaction are compiled in the Self Study document.

5.2 Administrator promotes activities that develop and maintain a wholesome relationship with the community.

5.2.1 Programs have been developed to encourage outreach and involvement in the community by the school. Other programs encourage community business/organization support of the school. Examples of both types of interaction include: Adopt a Student; Partners in Education; Volunteer Program; Adopt a Mile; and Adopt a Grandparent.

5.3 Administrator works continually with the board and parent organizations to improve all services rendered to the parents, students, alumni and community friends of the school.

5.4 Administrator has established a system for continuous communication with parents and community.

5.4.1 Newsletters are sent to parents and other supporters regularly.

5.4.2 Administrator keeps parents and community informed concerning school needs.

5.5 Administrator has developed an exchange program, whereby the school offers the community the school's resources and in turn, individuals, businesses, and agencies have agreed to reciprocate.

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

6.0 ACADEMIC PROGRAM: CURRICULUM STANDARDS

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

6.1 Administrator is responsible for providing the leadership and supervision of the school's academic and athletic programs.

6.1.1 The administrator ensures that curriculum study/evaluation/revision is an ongoing process.

6.1.2 The administrator involves appropriate individuals/groups in curriculum.

6.1.3 The school will formulate and implement a school improvement plan.

6.2 The curriculum design should be considered with the school's approved educational philosophy and objectives.

6.3 Students are expected to complete, in sequence, grades K5-12; that is, acceleration (double promotion) is not an acceptable practice in AISA accredited schools.

6.4 There must be a Course of Study for each subject at each grade level and must contain course Objectives that encompass the domains of learning, with emphasis on the cognitive domain in academics.

6.4.1 The Course of Study for each subject at each grade level must contain course objectives that encompass the domains of learning, with emphasis on the cognitive domain in academic subjects; however, affective and psychomotor domains should also be addressed in appropriate ways.

6.4.2 The Course of Study for each subject at each grade level must contain the course syllabus, an outline of the content (subject matter) to be taught. The SAT-tested skills must be incorporated/integrated into the content outline to ensure that each skill that is tested on SAT has been taught for MASTERY before it is tested. In fact, a tested skill should be introduced at least a year before April in the year that it is tested. Schools should use the Compendium of Objectives to identify tested skills. The Course Of Study should contain information on methods, materials, activities and resources to use in teaching the course.

6.0 ACADEMIC PROGRAM: CURRICULUM STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

6.4.3 A copy of the Course of Study for each subject taught in a classroom must be on the teacher's desk in that classroom. All core subjects, electives, library, physical education and computer courses/classes must have a course of study.

6.5 The school's curriculum must offer all of the basic academic subjects, taught at the instructional level(s) of students in each grade served by the school. Admission policy should grow out of the school's mission statement.

6.5.1 If the school accepts students without regard to aptitude and/or achievement levels, a curriculum must be in place to serve the aptitude/ability spectrum of the population.

6.5.2 If the school accepts only advanced aptitude/achievement students who are college bound, the curriculum must provide an academic challenge for that population.

6.6 Curriculum should maintain a balanced program of basic academics; electives; enrichment; and extra-curricular activities to promote and provide for the intellectual, personal, social, physical and emotional development of every student.

6.7 There should be an annual review policy, monitored by the school administrator as indicated below:

6.7.1 Addition or deletion of subjects should be based on student needs and/or other concerns.

6.7.2 Development of new individual subject content will help to maintain a contemporary curriculum.

6.7.3 Scope and sequence must be assured within each course, between the basic subjects and from grade to grade.

6.7.4 There should be continuous evaluation by the school of AISA Statewide Testing program results as they relate to subject planning, student achievement and instructional effectiveness.

6.0 ACADEMIC PROGRAM: CURRICULUM STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

6.8 Standardized test results should be studied for information to use in the assessment of the curriculum as well as in assessing student learning.

6.8.1 Objective data collected from the results of Statewide Testing (Standard Achievement Test/Otis Lennon School Ability Test) in grades 2, 4, 6 and 8 are used to assist in giving direction to curriculum planning and revision. OLSAT testing is required in grades 2, 4, 6 and 8. Standardized testing is required in grade 9 or 10. The PSAT, Plan, SAT 10 or other approved standardized testing may be used.

6.8.2 Eleventh grade students enrolled in advance curriculum courses are required to take the ACT and/or SAT and the results are studied for possible curriculum implications.

6.9 The K-5 curriculum must be presented by a teacher who is skilled in working with very young children. The K-5 teacher must create a learning environment that is developmentally appropriate for a five-year-old child.

6.9.1 The cognitive development of K-5 children must be attended through strong school readiness programs in reading, language arts, mathematics, social studies, and science. Learning opportunities must be provided in these areas at the instructional level of the children and with approaches that will accommodate the various learning styles of young children.

6.9.2 Emotional and spiritual development of K-5 children must be addressed in a manner that is compatible with the school's philosophy.

6.9.3 Personal and social development of young children in K-5 must be a focus of the curriculum. Approaches and activities must be geared to developing a positive self-concept, as well as to developing effective skills for relating to adults and other children.

6.9.4 At the kindergarten level, at least four (4) hours should be spent each day in a correlated and/or integrated curriculum that provides for developmentally appropriate learning activities that involve the various disciplines. Other activities in the typical kindergarten day will include rest, play, lunch, breaks, etc.

6.10 All schedules (Grades 1-12) must reflect at least six (6) hours of academic instruction. To accomplish this, seven (7) hours from the beginning of homeroom until the time of dismissals are needed. (Example: 8:00 a.m. - 3:00 p.m.)

6.0 ACADEMIC PROGRAM: CURRICULUM STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

6.11 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. If half-days are utilized during semester testing and/or prior to holidays, the school year must be extended to accommodate this arrangement. For example, if 10 half-days are scheduled, the calendar must provide for 180 days (10 half-days will require 5 full days to make up for the time lost). **(Special Note: Seniors must experience the same length of school year as all other grades; i.e., graduation must not occur several days before the end of the school year.)**

6.11.1 Faculty working hours must be established jointly by board and administrator, allowing time for parent conferences, student make-up work, faculty meetings and extracurricular school activities.

6.11.2 In an emergency situation, if school is in session for four (4) hours, a full school day may be counted.

6.12 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.

6.12.1 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.

6.12.2 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.

6.12.3 Student (grades 9-12) transcripts must always indicate grade and credit earned for work.

6.12.4 **The AISA recommended grade structure for all member schools is:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

6.12.5 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.

6.0 ACADEMIC PROGRAM: CURRICULUM STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

6.12.6 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.

6.12.7 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.

6.12.8 Grades and credits earned according to above stipulations will be entered, dated and initialized on student's official transcript upon notification of successful completion of same.

6.12.9 Credits toward high school graduation are not awarded for independent study or tutorial courses.

6.12.10 Dual Enrollment (with credit earned in high school and college) in an AISA-accredited school is acceptable only under the following conditions:

1. Dual Enrollment is possible only in AISA-accredited schools that have Board policies allowing the practice.
 2. AISA schools may adopt Alabama State Code Guidelines for Dual Enrollment.
 3. Dual enrollment is limited to eleventh and twelfth grade students.
 4. A student may earn no more than two units per year in courses in which he/she has dual enrollment.
 5. 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.
 6. Six hours of instruction daily must be assured for all AISA students, whether or not they participate in off-campus courses.
 7. 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
 8. No responsibility for transportation to and from the college will be assumed by the AISA accredited high school.
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6.0 ACADEMIC PROGRAM: CURRICULUM STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
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Standard

6.12.11 An AISA accredited school must select either the traditional social studies curriculum or the Alabama Social Studies Course of Study.

6.12.12 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.

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

1. At least one computer with Internet access should be available for every thirty (30) students.
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6.13 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:

1. For each ½ unit of credit awarded, a minimum of 180 clock hours of on-the-job activity must be documented.
 2. The maximum number of elective credits that can be earned through this option is two (2).
 3. The Local Board must have a policy that includes the following:
 - a. Appropriate limits should be set for compensation for the student.
 - b. Acceptable potential job assignments that are in proximity to the school should be identified.
 - c. 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).
 - d. A work/study student must be enrolled in at least five (5) regular curriculum courses each day.
 4. 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.
 5. Transportation will not be provided by the school.
 6. 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.
 7. 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
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7.0 ACADEMIC PROGRAM: INSTRUCTION

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

7.1 The administrator’s weekly schedule should provide adequate time for supervision of instructional programs, including classroom visitations.

7.2 The administrator should allot sufficient time for faculty, staff, student and parent conferences.

7.3 The administrator should have an in-service program that provides both internal and external opportunities for the faculty’s professional growth.

7.4 The administrator should conduct an orientation workshop for all faculty and staff prior to the opening of school.

7.5 The administrator should have an effective and continuing evaluation plan that is totally understood by faculty and staff and approved by the Board.

7.6 Promotion and retention decisions should be based on written guidelines developed under the leadership of the administrator. **NOTE:** The following **EXAMPLES** are provided **ONLY** 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.

7.0 ACADEMIC PROGRAM: INSTRUCTION – continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
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Standard

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 three (3) six 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 three (3) or more six 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 four grades: the numerical average for each of the three (3) six weeks and numerical grade on the final examination.

7.7 Effective classroom instruction requires that teachers are prepared academically for their teaching assignments. (See Standards related to academic credentials of teachers.) Teacher preparation must, in addition, include detailed planning for teaching. The administrator must expect each teacher to have detailed written plans for each unit of work taught and for each specific lesson. Unit and lesson plans growing out of the course of study must include (at least): objectives, content outline, plans for teaching SAT-tested skills, learning activities and media materials/equipment to be used.

7.8 A classroom management and/or discipline plan must be developed for each classroom. The administrator must ensure that this is operational. Guidelines for student conduct, attendance, and dress are written and communicated to all students, parents and members of faculty and staff.

7.9 The administrator must ensure that each teacher's plans accommodate the various learning styles of students (adequate range of audio, visual and kinesthetic experiences).

7.10 A planning period should be made available to each teacher (elementary and secondary)

7.11 Teachers must maintain their current class grade books, attendance registers and pertinent student information concerning possible health, behavioral and/or academic problems.

7.0 ACADEMIC PROGRAM: INSTRUCTION – continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

7.12 The administrator should ensure that guidelines for homework are in writing, that they are followed by teachers at the school and that 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 basis (different due dates)?

7.13 Faculty at the elementary, junior and senior high levels should always coordinate planning and instruction, especially in basic subjects to ensure proper scope and sequence from grade to grade. Attention must also be given to SAT-tested skills. (AISA recommends a chairperson in each curriculum area to facilitate cross-grade planning related to all facets of curriculum, including SAT-tested skills.)

7.14 The administrator should maintain proper student/teacher ratings at the various grade levels. The following table reflects AISA recommendations:

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

7.15 The administrator must ensure that each teacher uses an evaluation design that the teacher and administrator can understand and support as being educationally sound. Although there may be some variation from grade to grade, the school’s philosophy should be reflected in its plan for student evaluation. Valid and reliable student evaluation must include both test and non-test components.

7.15.1 Students in pre-kindergarten and kindergarten must be evaluated in a 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.

7.0 ACADEMIC PROGRAM: INSTRUCTION – continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
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Standard

7.15.2 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.

7.15.3 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.

7.15.4 Teacher-made tests should contain different types of items, as determined by the objectives and content being evaluated.

7.15.5 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.

7.15.6 The teacher should use the various means of student evaluation to evaluate his/her instructional effectiveness and to examine the curriculum.

7.15.7 Students should be given many opportunities to respond to test items on teacher-made tests and/or commercially-prepared tests that are similar to SAT items.

7.15.8 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 will focus on student improvement and academic assessment to determine effectiveness of the action plan.
 - Assessment (data collected) will be used to monitor the success of the action plan
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**8.0 TRANSFERS FROM OTHER SCHOOLS, NON-ACCREDITED SCHOOLS,
NON-TRADITIONAL PROGRAMS AND HOME SCHOOLING STANDARDS**

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
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Standard

8.1 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.

8.2 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.

8.3 Senior transfers from non-member schools must meet the following criteria to be a candidate for graduation:

8.3.1 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.

8.3.2 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.

8.3.3 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.

8.3.4 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.

Note: A senior transferring to an AISA member school must have met all of the State Department of Education and AISA requirements to receive an AISA accredited diploma. These requirements include the passing of all required credits and all required parts of the Alabama High School Graduation Examination. If the transferred student enters an AISA member school, meets all credit requirements and does not pass all required sections of the Alabama High School Graduation Examination may receive a certificate of attendance.

8.4 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.

**8.0 TRANSFERS FROM OTHER SCHOOLS, NON-ACCREDITED SCHOOLS,
NON-TRADITIONAL PROGRAMS AND HOME SCHOOLING STANDARDS**

-continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

8.4.1 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.

8.4.2 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.

8.5 The school accepts and classifies transfer credits or grade placements from schools that are accredited by regional accrediting agencies that are part of the National Council for Private School Accreditation (NCPSA) or the Commission on International and Trans-Regional Accreditation (CITA) without further validation.

9.0 GRADUATION REQUIREMENTS STANDARDS

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

- 9.1 Each student who graduates from an AISA accredited school will at least meet Statement Department of Education course requirements for an officially sanctioned state diploma (**State High School Diploma or State High School Diploma with Advanced Academic Endorsements**). AISA diplomas are awarded upon completion of the requirements for one of the State Diplomas or upon the completion of the requirements for the **AISA Advanced Honors Diploma. The AISA Advanced Honors Diploma is strongly recommended, but not required, for College Preparatory students in AISA accredited schools.**

Note: A senior transferring to an AISA member school must have met all of the State Department of Education and AISA requirements to receive an AISA accredited diploma. These requirements include the passing of all required credits and all required parts of the Alabama High School Graduation Examination. If the transferred student enters an AISA member school, meets all credit requirements and does not pass all required sections of the may receive a certificate of attendance.

- 9.2 Effective with the 9th grade class of 1996-97, the following units must be earned for graduation from an AISA accredited school. **(NOTE: A student may graduate from an AISA school with any one of the following diploma options.)**

9.2.1	Alabama High School Diploma (Standard Diploma)	Total	<u>24</u> Units
9.2.2	Alabama High School Diploma With Advanced Endorsement	Total	<u>24</u> Units
9.2.3	AISA Advanced Diploma	Total	<u>25</u> Units

9.0 GRADUATION REQUIREMENTS STANDARDS –continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

9.2.2 Alabama High School Diploma With Advanced Academic Endorsement

	<u>Credits</u>
English Language Arts Four credits to include advanced levels of English 9, English 10, English 11, and English 12 (one unit per grade).	4
Mathematics Must include advanced level of: Algebra II with Trigonometry	4 1
Science Must include advanced levels of: Biology A Physical Science Additional Life and or Physical Science	4 1 1 2
Social Studies Four credits to include: Grade 9 Social Studies Grade 10 Social Studies Grade 11 Social Studies Grade 12 Social Studies	4 1 1 1 1
Physical Education	1
Note: Effective with ninth grade class of 1999-2000, ½ unit of the Physical Education requirement will be the “Lifetime Sports” curriculum. (See Appendix for the syllabus for this ½ unit course.)	
Health Education	½
Fine Arts	½
Computer Applications*	½
Foreign Language	2
Electives	3 ½
Local schools must offer a foreign language, fine arts, and additional physical education as electives.	
TOTAL	<u>24 Units</u>

* May be waived if computer literacy, keyboarding skills and introductory computer application skills are verified by qualified staff at the high school. The designated one-half credit will then be added to the electives, making a total of four electives.

9.0 GRADUATION REQUIREMENTS STANDARDS -continued-

Meets
Standard **Meets**
Standard with
Recommendation **Does NOT**
Meet
Standard

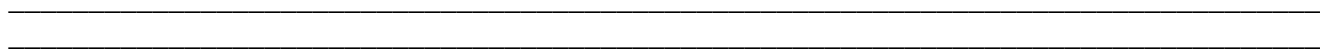
9.2.3 AISA Advanced Honors Diploma (25 Units)

UNITS REQUIRED

English Language Arts	4
Four credits to include advanced levels of English 9, English 10, English 11, and English 12 (one unit per grade)	
Mathematics	4
Must include advanced level of:	
Algebra II with Trigonometry	1
Science	4
Must include advanced levels of:	
Biology	1
A Physical Science	1
Additional Life and or Physical Science	2
Social Studies	4
Four credits to include:	
Grade 9 Social Studies	1
Grade 10 Social Studies	1
Grade 11 Social Studies	1
Grade 12 Social Studies	1
Physical Education	1
Note: Effective with ninth grade class of 1999-2000, 1/ 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	½
Fine Arts	½
Computer Science	½
Research and Writing	½
Service (School and/or Community)	½
Electives	3 ½
TOTAL	<u>25 Units</u>

Notes:

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



9.0 GRADUATION REQUIREMENTS STANDARDS –continued-

Meets
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Meets
Standard with
Recommendation

Does NOT
Meet
Standard

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. The Research and Writing requirement in the Advanced Honors Curriculum provides for one semester of rigorous guided research, independent research, and the preparation of a completed research project and/or paper. This research and writing will require careful monitoring by a professional in the area of the research and by one trained in writing. Like the Service requirement, this Research/Writing requirement may be fulfilled through carefully documented independent study/research of at least 75 hours, under the tutelage of an appropriate professional school employee, and upon the successful completion of a research project and/or paper.

9.3 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.

9.0 GRADUATION REQUIREMENTS STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

9.4 Administrators should encourage all students to select their electives with consideration toward long range/career objectives.

9.5 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.

9.6 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.”

9.7 Students shall not be allowed to schedule a required course above their grade level without written approval of parents, counselor and administrator.

9.8 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.

9.9 Transfer students from non-member schools enrolling in Grades 9, 10 and 11 must be advised of AISA graduation requirements. Transcripts must be reviewed to assure that transfer students can graduate with their class.

9.10 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.
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9.0 GRADUATION REQUIREMENTS STANDARDS –continued-

Meets
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Meets
Standard with
Recommendation

Does NOT
Meet
Standard

9.11 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.

9.12 Diplomas may be issued only on the recommendation of the school administrator and approval of local board chairperson.

9.13 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.

9.14 Subjects taught by tutors will not be counted toward AISA graduation requirements. To qualify for graduation at a member school, students must successfully complete all required and elective courses offered “in residence” only. Exceptions must have written approval of AISA office.

9.15 Credits earned toward graduation in a summer school program must be from a program that is approved by the State Department of Education, *SACS*, *NCPSA*, *CITA* and/or sanctioned in writing by AISA office.

10.0 LIBRARY/MEDIA SERVICES STANDARDS

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

10.1 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.

10.1.1 Librarian should work with faculty and students on reading and/or research.

10.1.2 Librarian should work with teachers to provide library skills, services and instruction.

10.1.3 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.

10.1.4 In schools without a central library, each classroom has a media collection that includes a minimum of 10 books per student appropriate to the various developmental stages of the students.

10.2 Evidence demonstrates that all students and staff have regular and ready access to media services, materials, and equipment.

10.3 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.

10.4 The school library shall contain a balanced book collection or a minimum of 10 books per enrolled student. Books must be inventoried, classified, and cataloged for easy access to students and faculty.

10.4.1 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.

10.0 LIBRARY/MEDIA SERVICES STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

10.4.2 The card catalog must 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 may be used for managing the accession, cataloging, etc.

10.4.3 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.

10.5 The library/media materials collection includes 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, laser discs, 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.)

10.6 Computers with Internet access, Alabama Virtual Library, 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.

10.7 The school has a policy and procedure for responding to “challenged materials” that have been approved by the school and governing board.

10.8 The library/media services program supports the beliefs, mission and goals of the school.

11.0 STUDENT SERVICES STANDARDS

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

11.1 Guidance and counseling services should be made available to all students and parents.

11.2 The counselor function is the responsibility of the school administrator unless a qualified guidance counselor is a faculty member, either on a full or part-time basis. The administrator may delegate this function to a qualified faculty member as an additional responsibility, if a counselor is **not** available. Counselors or other qualified personnel, administrators, teachers, and/or other staff share responsibility for providing guidance and support to students.

11.3 Guidance services should include, but not be limited to:

11.3.1 Assessing individual student needs and/or problems.

11.3.2 Counseling and communicating with students and their parents as appropriate/necessary.

11.3.3 Assisting students with their academic planning and progress evaluations.

11.3.4 Administering, controlling, securing, and sharing results with students and parents of all major tests given by the school.

11.3.5 Advising students as they make plans for life after graduation (various educational options, careers, etc.)

11.3.6 Assisting students who are undergoing unusual changes or stressful situations in their lives.

11.3.7 Providing group guidance as appropriate/needed for both small and large groups.

11.3.8 Provide comprehensive developmental counseling services for students.

11.0 STUDENT SERVICES STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

11.4 Guidance services must include the provision of readily available information and referral services to agencies that can provide assistance beyond that which is available/possible at the school.

11.5 Accurate, complete and current records should be maintained and properly safeguarded including the following:

11.5.1 Individual student’s (current) cumulative records should include the following:

a. Complete, accurate, up-to-date demographic data.

b. Record of all course work attempted with date(s) undertaken, grades earned, and units of credit awarded (when applicable).

c. Promotion/retention record and other administrative information of significance.

d. Record of special recognition(s), awards, and successes.

e. Results of standardized and other significant testing.

f. Record of discipline problems, attendance, punctuality problems and health problems.

g. Extra-curricular activities, clubs, athletics.

h. Optional (but recommended): Portfolio of student’s work: 2-4 entries per year (Pre-K – 12) selected by student, parents, and teacher(s) to provide documentation of successes as a student throughout the school years (shared at discretion of professional school employee).

11.0 STUDENT SERVICES STANDARDS –continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

NOTE: The school administrator should lead in deciding which items above should be maintained and for how long they should be kept after the student leaves/graduates. The official cumulative record card/folder is kept permanently.

- 11.5.2 The guidance department should maintain records on student/school organizations. By-laws, charters, constitutions, financial records, minutes of meetings, sponsors, and lists of elected officers are examples of records that should be maintained on school sponsored/related clubs and/or organizations.
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- 11.5.3 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 school programs.
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12.0 STUDENT ACTIVITIES STANDARDS

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

12.1 The “activities curriculum” should be congruent with the school’s mission statement, philosophy and objectives, and comprehensive enough to provide a balance or bridge between curricular and extra-curricular activities.

12.2 Activity programs should be developed to provide students with the opportunity to learn responsibility, leadership techniques, cooperation and self-direction.

12.3 All activities, curricular or extra-curricular, should be under the general “umbrella of responsibilities” of the school administrator. In turn, faculty and/or parent sponsors may be assigned as deemed appropriate and necessary.

12.4 The school should have an organized student government program, which provides students with the opportunity to become active participants in the operational functions of the school, as designated by the school administrator. The SGA should affiliate and participate fully with the state AISA SGA.

12.5 Fund raising for various student activity programs must be reviewed and approved by the school administrator.

12.6 Student activities, curricular and extra-curricular, should be planned, organized and scheduled to minimize disruption of daily classroom instruction.

12.7 Student activity programs should be evaluated annually by students, sponsors and school administrator to determine their effectiveness, value and student participation.

12.8 The school should have an Honor Society or Beta Club, special interest clubs, active service or citizenship clubs, organizations associated with the various subject areas, and special groups that can represent the school in a positive way in the communities served by the school. (Examples: Band, Choral Groups, Drama team, Math team, Scholars Bowl team, Bible Drill team, Drum and Bugle Corps, etc.)

12.9 The school should offer leadership and character building opportunities for all students.

13.0 PLANT AND FACILITIES STANDARDS

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

13.1 The administrator must supervise the use, management and maintenance of the plant and facilities.

13.2 The general operating budget should allocate sufficient funds for repairs, renovations and maintenance. A capital building fund must be developed/projected for future growth.

13.3 Full and/or part-time personnel must be employed to perform the daily maintenance and housekeeping duties.

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

13.5 A current inventory of all the school's assets, both installed and removable, must be maintained by the administrator. The AISA recommends videotaping of all assets and the videotape placed in a safe and secure place away from the school.

13.6 Buildings/equipment must meet the local and/or state fire, health and safety regulations.

13.7 Grounds shall be large enough to provide areas for physical education and recreation for all grades. A playground with proper equipment should be installed and maintained in accordance with the latest safety regulations.

13.8 Proper and adequate storage areas must be provided for all equipment and supplies classified as being dangerous to health and/or safety of children.

13.9 Lighting, ventilation and temperature controls must be adequate for student health and safety.

13.0 PLANT AND FACILITIES STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

13.10 School must meet current State and Federal regulations regarding the following areas:

13.10.1 EPA’s Asbestos Management and Control Act

13.10.2 OSHA’s Hazard Communication Program “Right to Know Law”

13.10.3 Lead Contamination Control Act

13.10.4 Americans with Disabilities Act

Note: Documentation of compliance must be current and on file at all times.

13.11 Adequate athletic and physical education facilities and equipment should be available to provide a well-rounded program, including safe and sanitary locker areas with showers and restrooms.

13.12 An inspection schedule should be established by the administrator to check on health, safety and economical efficiency of all plant facilities. School personnel must be required to report all observed hazardous health conditions.

13.13 Fire and severe weather procedures must be posted in halls and classrooms and periodic drills must be conducted. Fire extinguishers must be provided, strategically located and inspected regularly.

13.14 Instructional classrooms must be made safe, functional, properly arranged and appropriately equipped for various curriculum programs and activities.

13.14.1 Science laboratories must have the following: required utilities (water, gas and electricity); fire and safety supplies and equipment; secure storage area for laboratory equipment and supplies; storage area for hazardous chemicals and/or supplies; adequate exhaust system; required laboratory tables, desks and equipment/supplies (examples: glassware, models, charts, burners, microscopes, etc.). Required safety features include the following: eye washer, fire extinguishers, aprons and gloves, ventilation and eye protectors.

13.0 PLANT AND FACILITIES STANDARDS –continued-

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

13.14.2 Computer laboratories must have an adequate number of computers that are sufficiently sophisticated to be used in preparation for today's world of work. Calculators and other business machines/equipment must also be up-to-date. Computer and business education rooms must be secured from theft and/or vandalism. There should be one compute with Internet access available for every thirty (30) students.

13.14.3 Fine arts areas should provide sufficient work and storage space for supplies and equipment. Adequate space for exhibition of visual artwork of students is important. Choral music, band and speech/drama must have adequate space, materials and equipment for their art forms.

13.14.4 Classrooms must provide adequate space for work; learning and activity centers, display areas and boards, storage and furnishings.

13.14.5 The library/media center must provide space for all aspects of operation of the program.

13.14.6 Physical Education facilities and areas must provide adequate space, supplies and equipment to complement a well-organized physical education program. Special attention must be given to ensure against any safety hazards for students or staff.

13.14.7 Athletic facilities must provide adequate space for interscholastic contests on fields and courts that meet National Federation and/or AISA specifications. Facilities shall include clean, safe and secure dressing areas, showers and lockers. Special attention must be given to ensure against any safety hazard for athletes, staff or spectators.

13.14.8 Food service facility must provide adequate space for food preparation, serving and eating. Compliance with State Health Department specifications must be on-going. Furnishings must be adequate to complement the program and to accommodate the student population.

13.14.9 Administrative office(s) must provide adequate space for work, displays, storage files, furnishings and reception/waiting areas.

13.15 Provisions should be made to check and secure the plant and facilities at the end of the school day and when nighttime activities are conducted on school grounds.

13.0 PLANT AND FACILITIES STANDARDS –continued-

**Meets
Standard**

**Meets
Standard with
Recommendation**

**Does NOT
Meet
Standard**

13.16 Written policy should be established to cover pedestrians, car and bus traffic on the school grounds for the safety of school personnel, students, parents and visitors.

13.17 The school grounds must be kept attractive and safe. There should be adequate lighting for safety and for the reduction of chances for vandalism. Attention must be given to the following: attractive landscaping, paved or well-maintained parking area(s), well-maintained painted walls and other surfaces and well-maintained roof on building(s).

13.18 Foyers, porches, corridors, restrooms, lockers and drinking fountains should be well-maintained in all buildings on campus. These often provide special opportunities to make the school a more attractive place for students, staff, parents and visitors.

14.0 CONTINUOUS SCHOOL IMPROVEMENT STANDARDS

Meets
Standard

Meets
Standard with
Recommendation

Does NOT
Meet
Standard

14.1 The school establishes and implements a school improvement plan focused on student performance. The School Improvement Plan (SIP) will include the following parts:

PART I: SCHOOL PROFILE:
Description of the School Profile

PART II: BELIEFS AND MISSION:
Developing the Beliefs and Mission

PART III: STUDENT PERFORMANCE:
Improving Student Performance

PART IV: SCHOOL EFFECTIVENESS:
Analysis of Instructional and Organizational Practices

PART V: THE ACTION PLAN:
Developing an Action Plan

PART VI: COMPLIANCE WITH AISA ACCREDITATION STANDARDS:
Addressing and Meeting the Standards for AISA Accreditation

PART VII: IMPLEMENTATION OF THE ACTION PLAN:
Implementation of the Action Plan

14.2 The school will formulate goals that encompass the entire school program. Short term, Intermediate and Long Range Goals should be addressed. This plan will encompass the entire school program. Goals will be monitored and reviewed annually.
