



*Accreditation Standards Manual*  
(Effective June, 2013)

## Table of Contents

<b>Mission and Educational Beliefs.....</b>	<b>1</b>
<b>Principles.....</b>	<b>2</b>
<b>History of Accreditation.....</b>	<b>4</b>
<b>Accreditation Procedures.....</b>	<b>5</b>
<b>AISA/Advanced Internal Review Process.....</b>	<b>9</b>
<b>AISA Assurances.....</b>	<b>10</b>
<b>AISA Educational Practices Guide.....</b>	<b>16</b>
<b>Appendix I Infectious Disease Policy of the AISA.....</b>	<b>38</b>
<b>Appendix II Alabama Notifiable Diseases/Conditions.....</b>	<b>42</b>
<b>Appendix III AISA Personnel Requirements.....</b>	<b>43</b>
<b>Appendix IV Course Credit Guidelines.....</b>	<b>46</b>
<b>Appendix V Student Placement/Transfer Guidelines.....</b>	<b>50</b>
<b>Appendix VI Graduation Guidelines.....</b>	<b>52</b>
<b>Appendix VII State of Alabama Dual Enrollment Guidelines.....</b>	<b>58</b>
<b>Appendix VIII Lifetime Sports Syllabus.....</b>	<b>59</b>
<b>Appendix IX AISA Student Appearance Policy.....</b>	<b>61</b>
<b>Appendix X AISA Interpretations/Rulings/Opinions.....</b>	<b>62</b>
<b>Appendix XI AISA Notice to Parents and Others Regarding AISA’s Responsibility to Member Schools.....</b>	<b>63</b>
<b>Appendix XII AISA Approved Schools.....</b>	<b>64</b>
<b>Appendix XIII Restitution Rule.....</b>	<b>65</b>
<b>Appendix XIV AISA Course Share Network A Parent/Student Guide.....</b>	<b>66</b>
<b>Appendix XV AISA Requirements for all Member Schools.....</b>	<b>67</b>

## **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.

### 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 chair. 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

**Corporations Legal Compliancy** – *AdvancED Standard 4.3*

1. The Corporation complies with local, state, and federal laws, which regulate its corporate status.

**Governing Board Fiscal Responsibility** – *AdvancED Standard 4.2*

2. The Governing Board funds the total school program.

**Purposes of the Corporation Policy** – *AdvancED Standard 2.1*

3. The Governing Board has developed policies which professionally implement the Purposes of the Corporation.

**Physical Environment Policy** – *AdvancED Standard 4.3*

4. The Governing Board has developed policies to ensure the school site, plant and facilities provide the physical environment to implement the desired educational programs.

**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.

**Administrator’s Budgetary Responsibility** – *AdvancED Standard 4.2*

6. The Administrator directs and superintends the school’s budget.

**Administrator’s Public Relations Responsibility** – *AdvancED Standard 2.5*

7. The Administrator directs and superintends a Public Relations Program.

**Implementation of School Environment Policy** – *AdvancED Standard 4.3*

8. The Administrator implements board policies directed toward providing a safe, secure and wholesome environment for students, faculty, staff and visitors.

**Teacher Evaluations** – *AdvancED Standard 2.6*

9. The Administrator develops and administers a board-approved evaluation program for faculty to include teacher effectiveness, classroom management, discipline, content knowledge, student progress, lesson planning, classroom environment and record keeping.

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

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

**Direction and Supervision of Standardize Testing Program** – *AdvancED Standard 5.2*

11. The Administrator directs and supervises the standardized testing program, including, the security of tests when not in use and the use of the results to improve the curriculum, teaching, and learning.

**Direction and Supervision of Scope and Sequence** – *AdvancED Standard 3.2*

12. The Administrator directs and supervises an ongoing program to ensure appropriate scope and sequence for each curricular offering.

**Classroom Management/Discipline Program** – *AdvancED Standard 4.3*

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

**Infectious Disease Policy** – *AdvancED Standard 4.3*

14. The Administrator directs and supervises the implementation of the AISA Infectious Disease Policy, along with a procedure for handling illnesses and injuries during the school day. Each school office maintains a first aid kit, equipped with items recommended by a medical doctor, to handle initial emergency situations. Each school has personnel on staff certified to administer **Cardiopulmonary Resuscitation (CPR)** and **Automated External Defibrillator (AED)** devices are required in all schools.

**Notifiable Disease/Condition Policy** – *AdvancED Standard 4.3*

15. The Administrator administers the "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.

**Administrator Qualifications** – *AdvancED Standard 4.1*

16. The school is in compliance with the AISA personnel requirements for administrators.

**Administrators' Workshop** – *AdvancED Standard 3.11*

17. 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.

**Elementary Teacher Qualifications** – *AdvancED Standard 4.1*

18. The school is in compliance with the AISA personnel requirements for elementary teachers.

**Secondary Teacher Qualifications** – *AdvancED Standard 4.1*

19. The school is in compliance with the AISA personnel requirements for secondary teachers.

**Librarian/Media Specialist Qualifications** – *AdvancED Standard 4.1*

20. The school is in compliance with the AISA personnel requirements for librarians/media specialists.

**Guidance Counselor Qualifications** – *AdvancED Standard 4.1*

21. The school is in compliance with the AISA personnel requirements for guidance counselors.

**School-Community Interaction Plan** – *AdvancED Standard 2.5*

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

**Student Promotion** – *AdvancED Standard 3.1*

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

**Course of Study** – *AdvancED Standard 3.1*

24. 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.

- 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.
- 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. 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.
- All core subjects, electives, library, physical education and computer courses/classes must have a Course of Study.

**Meeting Student Needs** – *AdvancED Standard 4.7*

25. School personnel provide, or coordinate, programs necessary to meet the needs of all students.

- 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.
- If the school accepts only advanced aptitude/achievement students who are college bound, the curriculum must provide the appropriate rigor for that population.

**Standardize Test** – *AdvancED Standard 5.1*

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

- 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. Standardized testing is required in grade 9 or 10. The PSAT, Plan, SAT 10 or other approved standardized testing may be used.

- Students enrolled in advance curriculum courses are required to take the ACT and/or SAT, prior to graduation, with the results being analyzed for possible curriculum implications.

**Kindergarten Curriculum** – *AdvancED Standard 4.2*

27. 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*

28. All schedules (Grades 1-12) must reflect at least six (6) hours of academic instruction per day. 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.)

*(Upload Required)*

**School Calendars** – *AdvancED Standard 4.2*

29. 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. 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. If half-days are utilized, the school year must be extended to accommodate this arrangement. In an emergency situation, if school is in session for four (4) hours, a full school day may be counted.

*(Upload Required)*

**Clock Hour Instruction** – *AdvancED Standard 4.2*

30. 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*

31. The school complies with AISA Course Credit Guidelines.

**Technology Plan** – *AdvancED Standard 4.5*

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

*(Upload Required)*

**Promotion and Retention** – *AdvancED Standard 2.1*

33. Promotion and retention decisions are based on written guidelines developed under the leadership of the administrator.

**Unit and Lesson Plans** – *AdvancED Standard 3.2*

34. Unit and lesson plans growing out of the course of study must include, at a minimum; objectives, content outline, plans for teaching SAT-tested skills, learning activities and media materials/equipment to be used.

**Effective Classroom Instruction** – *AdvancED Standard 3.4*

35. The Administrator expects, and ensures, that each teacher has a detailed written plan for each unit of work taught and for each specific lesson.

**Student Placement and Transfers** – *AdvancED Standard 2.1*

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

**Graduation Guidelines** – *AdvancED Standard 2.1*

37. The school understands and abides by the AISA Graduation Guidelines.

**Library/Media Services** – *AdvancED Standard 4.5*

38. The library/media services provide a library program of services that support the school's mission, vision, beliefs and goals.

**Challenged Material** – *AdvancED Standard 4.4*

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

**Guidance and Counseling Services** – *AdvancED Standard 4.7*

40. Guidance and counseling services are available to all students and parents.

**Graduate Follow-Up Studies** – *AdvancED Standard 2.5*

41. 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 programs.

**Student Activities** – *AdvancED Standard 4.6*

42. Student activities are planned and developed to meet the needs, interest and goals of the school and its students.

**Student Government** – *AdvancED Standard 4.6*

43. The school has 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.

**Leadership and Character Development** – *AdvancED Standard 4.6*

44. The school offers leadership and character building opportunities for all students that represent the school in a positive way within the communities served by the school.

**Plant and Facilities** – *AdvancED Standard 4.3*

45. The school site, plant and facilities provide an appropriate physical environment to implement the educational program.



**Insurance Coverage – *AdvancED Standard 4.2***

46. 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 investment.

**Fire and Severe Weather Procedures – *AdvancED Standard 4.3***

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

**Program Goals – *AdvancED Standard 5.5***

48. The school formulates goals that encompass the entire school program.

*(Upload Required)*

**Goal Depths – *AdvancED Standard 5.5***

49. Short, intermediate and long range goals are addressed in the school's improvement plan.

**Review of Goals – *AdvancED Standard 5.5***

50. Goals are monitored and reviewed annually to evaluate their usefulness and effectiveness.

# Alabama Independent School Association

## Educational Practices Guide

2013

### 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

**Corporations Legal Compliancy – *AdvancED Standard 4.3***

**1. The Corporation complies with local, state, and federal laws, which regulate its corporate status.**

- State and Federal taxes and benefit programs:

Sales	SUI
Income	Pension
Corporate	FICA
- EPA: Asbestos Management and Control Act.
- OSHA's "Right to Know Law" Hazardous Communications Program, health and safety programs.
- EPA's Lead Contamination Act.
- Americans with Disabilities Act. (ADA)
- Commercial Driver's License Act. (CDL)
- Insurance Programs:

Workers' Compensation
General Liability
Professional Liability
Student Health
- Health Department specifications.
- Fire and safety specifications.

**Governing Board Fiscal Responsibility – *AdvancED Standard 4.2***

**2. The Governing Board funds the total school program.**

- 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.

**Purposes of the Corporation Policy – *AdvancED Standard 2.1***

**3. The Governing Board has developed policies which professionally implement the Purposes of the Corporation.**

- A written mission/purpose statement, written philosophy and written objectives of the school that reflect expected levels.
- 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.
- 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 safety and security procedure for plant and facilities.

- 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 which requires professional staff members to meet or to exceed the credential requirement of the AISA.
- 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.
- A written policy requiring all graduates to meet AISA specifications.
- A written policy requiring at least 10 hours of Professional Development activities per year.
- 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

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

**Physical Environment Policy – *AdvancED Standard 4.3***

- 4. The Governing Board has developed policies to ensure the school site, plant and facilities provide the physical environment to implement the desired educational programs.**

- A written policy placing the plant, facilities and grounds under the direct supervision of the school administrator.
- 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.
- 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.
- A written policy requiring fire, severe weather and evacuation procedures be posted prominently in all rooms and corridors.
- A written policy requiring specific safeguard provisions and equipment to protect all important documents from fire, theft, vandalism, and natural disasters.
- 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."
- 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.
- A written policy requiring a videotape and written inventory of all assets.
- A written job description for all employees, including lunchroom, custodial and maintenance employees.
- A written policy requiring an on-going program of repair, renovations and physical additions to meet the needs of the enrollment.
- A written policy governing the traffic and parking pattern of the school.
- A written policy requiring monthly fire and severe weather drills.

- A written policy requiring the strategic placement of fire alarms, smoke detectors and fire extinguishers in all buildings.

**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.

**Administrator's Budgetary Responsibility – *AdvancED Standard 4.2***

**6. The Administrator directs and superintends the school's budget.**

- Prepare and submit annual budget for board action.
- Supervise ongoing budget review practices to maintain financial status awareness.
- Administer the budget in accordance with board policies covering payroll, purchasing and disbursements.

- Implement acceptable board-approved procedures for the Internal Account.
- Approve and superintend internal school fund-raising projects.
- Superintend acceptable board approved accounting and audit procedures.

**Administrator’s Public Relations Responsibility – *AdvancED Standard 2.5***

**7. The Administrator directs and superintends a Public Relations Program.**

- 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.

**Implementation of School Environment Policy – *AdvancED Standard 4.3***

**8. The Administrator implements board policies directed toward providing a safe, secure and wholesome environment for students, faculty, staff and visitors.**

**Teacher Evaluations – *AdvancED Standard 2.6***

**9. The Administrator develops and administers a board-approved evaluation program for faculty to include teacher effectiveness, classroom management, discipline, content knowledge, student progress, lesson planning, classroom environment and record keeping.**



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

**10. The Administrator directs and supervises applicable professional development programs, which must include 10 hours of school in-service designed to meet the needs at the school level.**

- The AISA encourages 100% participation in the AISA Professional Development Day Program, which may serve toward meeting this assurance.

**Direction and Supervision of Standardize Testing Program – *AdvancED Standard 5.2***

**11. The Administrator directs and supervises the standardized testing program, including, the security of tests when not in use and the use of the results to improve the curriculum, teaching, and learning.**

**Direction and Supervision of Scope and Sequence – *AdvancED Standard 3.2***

**12. The Administrator directs and supervises an ongoing program to ensure appropriate scope and sequence for each curricular offering.**

**Classroom Management/Discipline Program – *AdvancED Standard 4.3***

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

**Infectious Disease Policy – *AdvancED Standard 4.3***

**14. The Administrator directs and supervises the implementation of the AISA Infectious Disease Policy, along with a procedure for handling illnesses and injuries during the school day. Each school office maintains a first aid kit, equipped with items recommended by a medical doctor, to handle initial emergency situations. Each school has personnel on staff certified to administer Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) devices are required in all schools.**

- See Appendix I

**Notifiable Disease/Condition Policy – *AdvancED Standard 4.3***

**15. The Administrator administers the "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 II

**Administrator Qualifications – *AdvancED Standard 4.1***

**16. The school is in compliance with the AISA personnel requirements for administrators.**

- See Appendix III

**Administrators' Workshop – *AdvancED Standard 3.11***

**17. 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.**

- See Appendix III

**Elementary Teacher Qualifications – *AdvancED Standard 4.1***

**18. The school is in compliance with the AISA personnel requirements for elementary teachers.**

- See Appendix III

**Secondary Teacher Qualifications – *AdvancED Standard 4.1***

**19. The school is in compliance with the AISA personnel requirements for secondary teachers.**

- See Appendix III

**Librarian/Media Specialist Qualifications – *AdvancED Standard 4.1***

**20. The school is in compliance with the AISA personnel requirements for librarians/media specialists.**

- See Appendix III

**Guidance Counselor Qualifications – *AdvancED Standard 4.1***

**21. The school is in compliance with the AISA personnel requirements for guidance counselors.**

- See Appendix III

**School-Community Interaction Plan – *AdvancED Standard 2.5***

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

**Student Promotion – *AdvancED Standard 3.1***

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

**Course of Study – *AdvancED Standard 3.1***

**24. 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.**

- **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.**
- **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. 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.**
- **All core subjects, electives, library, physical education and computer courses/classes must have a Course of Study.**

**Meeting Student Needs – *AdvancED Standard 4.7***

**25. School personnel provide, or coordinate, programs necessary to meet the needs of all students.**

- **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.**
- **If the school accepts only advanced aptitude/achievement students who are college bound, the curriculum must provide the appropriate rigor for that population.**

**Standardize Test – *AdvancED Standard 5.1***

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

- **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.**

**Standardized testing is required in grade 9 or 10. The PSAT, Plan, SAT 10 or other approved standardized testing may be used.**

- **Students enrolled in advance curriculum courses are required to take the ACT and/or SAT, prior to graduation, with the results being analyzed for possible curriculum implications.**

**Kindergarten Curriculum – *AdvancED Standard 4.2***

**27. 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***

**28. All schedules (Grades 1-12) must reflect at least six (6) hours of academic instruction per day. 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.)**

- The master schedule and bell schedule will serve as evidence for this assurance.

**School Calendars – *AdvancED Standard 4.2***

**29. 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. 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. If half-days are utilized, the school year must be extended to accommodate this arrangement. In an emergency situation, if school is in session for four (4) hours, a full school day may be counted.**

- The school calendar will serve as documentation for this assurance.

**Clock Hour Instruction – *AdvancED Standard 4.2***

**30. 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.**

- The school calendar and master schedule will serve as documentation for this assurance.

**Course Credit Guidelines – *AdvancED Standard 3.10***

**31. The school complies with AISA Course Credit Guidelines.**

- See Appendix IV

**Technology Plan – *AdvancED Standard 4.5***

**32. 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.

**Promotion and Retention – *AdvancED Standard 2.1***

**33. Promotion and retention decisions are based on written guidelines developed under the leadership of the administrator.**

- 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 8<sup>th</sup> grade subjects and two 7<sup>th</sup> grade subjects, he/she is considered to be a 7<sup>th</sup> 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 8<sup>th</sup> grade, evaluation is to be based on success at the 8<sup>th</sup> 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 7<sup>th</sup> or 8<sup>th</sup> 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 7<sup>th</sup> or 8<sup>th</sup> 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 7<sup>th</sup> or 8<sup>th</sup> 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 two (2) nine weeks and numerical grade on the final examination.

**Unit and Lesson Plans – *AdvancED Standard 3.2***

- 34. Unit and lesson plans growing out of the course of study must include, at a minimum; objectives, content outline, plans for teaching SAT-tested skills, learning activities and media materials/equipment to be used.**

**Effective Classroom Instruction – *AdvancED Standard 3.4***

- 35. The Administrator expects, and ensures, that each teacher has a detailed written plan for each unit of work taught and for each specific lesson.**

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

- A planning period should be made available to each teacher (elementary and secondary).
- Teachers should maintain their current class grade books, attendance registers and pertinent student information concerning possible health, behavioral and/or academic problems.
- 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 basis (different due dates)?
- 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

- 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.
- 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.
- 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.

### **Student Placement and Transfers – *AdvancED Standard 2.1***

#### **36. School adheres to the Student Placement and Transfer Guidelines.**

- See Appendix V



**Graduation Guidelines – *AdvancED Standard 2.1***

**37. The school understands and abides by the AISA Graduation Guidelines.**

- See Appendix VI

**Library/Media Services – *AdvancED Standard 4.5***

**38. The library/media services provide a library program of services that support the school’s mission, vision, beliefs and goals.**

- 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 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 may 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, 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.)
- 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.

**Challenged Material – *AdvancED Standard 4.4***

**39. The school has a policy and procedure for responding to ‘challenged materials’ that have been approved by the school and governing board.**

**Guidance and Counseling Services – *AdvancED Standard 4.7***

**40. Guidance and counseling services are available to all students and parents.**

- The counselor function is the should be 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.
- Guidance services should include, but not be limited to:
  - Assessing individual student needs and/or problems.
  - Counseling and communicating with students and their parents as appropriate/necessary.
  - Assisting students with their academic planning and progress evaluations.
  - Administering, controlling, securing, and sharing results with students and parents of all major tests given by the school.
  - Advising students as they make plans for life after graduation (various educational options, careers, etc.)

- Assisting students who are undergoing unusual changes or stressful situations in their lives.
- Providing group guidance as appropriate/needed for both small and large groups.
- Provide comprehensive developmental counseling services for students.
- Guidance services should 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.
- Accurate, complete and current records should be maintained and properly safeguarded including the following:
- Individual student's (current) cumulative records should include the following:
  - Complete, accurate, up-to-date demographic data.
  - Record of all course work attempted with date(s) undertaken, grades earned, and units of credit awarded (when applicable).
  - Promotion/retention record and other administrative information of significance.
  - Record of special recognition(s), awards, and successes.
  - Results of standardized and other significant testing.
  - Record of discipline problems, attendance, punctuality problems and health problems.
  - Extra-curricular activities, clubs, athletics.
  - 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).

**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.

#### **Graduate Follow-Up Studies – *AdvancED Standard 2.5***

**41. 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 programs.**

**Student Activities – *AdvancED Standard 4.6***

**42. Student activities are planned and developed to meet the needs, interest and goals of the school and its students.**

- 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.
- Activity programs should be developed to provide students with the opportunity to learn responsibility, leadership techniques, cooperation and self-direction.
- 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.
- Fund raising for various student activity programs should be reviewed and approved by the school administrator.
- Student activities, curricular and extra-curricular, should be planned, organized and scheduled to minimize disruption of daily classroom instruction.
- Student activity programs should be evaluated annually by students, sponsors and school administrator to determine their effectiveness, value and student participation.
- 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.

**Student Government – *AdvancED Standard 4.6***

**43. The school has 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 Student Government Association (SGA) should affiliate and participate fully with the State AISA SGA.

**Leadership and Character Development – *AdvancED Standard 4.6***

**44. The school offers leadership and character building opportunities for all students that represent the school in a positive way within the communities served by the school.**

**Plant and Facilities – *AdvancED Standard 4.3***

**45. The school site, plant and facilities provide an appropriate physical environment to implement the educational program.**

- The administrator should supervise the use, management and maintenance of the plant and facilities.
  - The general operating budget should allocate sufficient funds for repairs, renovations and maintenance. A capital building fund should exist for future growth.
  - Full and/or part-time personnel should be employed to perform the daily maintenance and housekeeping duties.
  - 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.
  - Buildings/equipment should meet the local and/or state fire, health and safety regulations.
  - Grounds should 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.
  - Proper and adequate storage areas should be provided for all equipment and supplies classified as being dangerous to health and/or safety of children.
  - Lighting, ventilation and temperature controls should be adequate for student health and safety.
  - School should meet current State and Federal regulations regarding the following areas:
    - EPA's Asbestos Management and Control Act
    - OSHA's Hazard Communication Program "Right to Know Law"
    - Lead Contamination Control Act
    - Americans with Disabilities Act
- Note:** Documentation of compliance should be current and on file at all times.
- 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.
  - An inspection schedule should be established by the administrator to check on health, safety and economic efficiency of all plant facilities. School personnel should be required to report all observed hazardous health conditions.

- Instructional classrooms should be made safe, functional, properly arranged and appropriately equipped for various curriculum programs and activities.
- Science laboratories should 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.
- Computer laboratories should 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 should also be up-to-date. Computer and business education rooms should be secured from theft and/or vandalism. There should be one computer with Internet access available for every thirty (30) students.
- 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 should have adequate space, materials and equipment for their art forms.
- Classrooms should provide adequate space for work; learning and activity centers, display areas and boards, storage and furnishings.
- The library/media center should provide space for all aspects of operation of the program.
- Physical Education facilities and areas should provide adequate space, supplies and equipment to complement a well-organized physical education program. Special attention should be given to ensure against any safety hazards for students or staff.
- Athletic facilities should 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 should be given to ensure against any safety hazard for athletes, staff or spectators.
- Food service facility should 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.
- Administrative office(s) should provide adequate space for work, displays, storage files, furnishings and reception/waiting areas.

- 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.
- 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.
- The school grounds should be kept attractive and safe. There should be adequate lighting for safety and for the reduction of chances for vandalism. Attention should 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).
- 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.

**Insurance Coverage – *AdvancED Standard 4.2***

**46. 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 investment.**

**Fire and Severe Weather Procedures – *AdvancED Standard 4.3***

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

**Program Goals – *AdvancED Standard 5.5***

**48. The school formulates goals that encompass the entire school program.**

**Goal Depths – *AdvancED Standard 5.5***

**49. Short, intermediate and long range goals are addressed in the school’s improvement plan.**

**Review of Goals – *AdvancED Standard 5.5***

**50. Goals are monitored 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

#### Group A Diseases/Conditions-Report to the County (or State) Health Department by Telephone, FAX, or in person within 24 hours of diagnosis

Botulism	Pertussis
Cholera	Poliomyelitis, paralytic
Diphtheria	Rabies, human and animal
<i>H. influenzae</i> , invasive diseases*	Trichinosis
Hepatitis A	Tuberculosis
Listeriosis	Typhoid fever
Measles (rubeola)	Yellow fever
<i>N. meningitidis</i> , invasive diseases**	Outbreaks of any kind

\*i.e., meningitis, epiglottitis, sepsis, cellulitis, septic arthritis, osteomyelitis, pericarditis, and type b pneumonia

\*\* Detection of organism from normally sterile site (e.g., blood and cerebrospinal fluid)

#### Group B Diseases/Conditions-Report in writing to the County (or State) Health Department within 7 days of diagnosis.

Anthrax, human	Legionellosis
Brucellosis	Leprosy
Campylobacteriosis	Leptospirosis
Chancroid*	Lyme disease
<i>Chlamydia trachomatis</i> *	Lymphogranuloma venereum*
Cryptosporidiosis	Malaria
Dengue fever	Mumps
<i>E. coli</i> 0157: H7 (including HUS and TTP)	Psittacosis
Ehrlichiosis	Rocky Mountain spotted fever
Encephalitis, viral	Rubella
Giardiasis	Salmonellosis
Gonorrhea*	Shigellosis
Granuloma inguinale*	Syphilis*
Hepatitis B, C and other viral	Tetanus
Histoplasmosis	Toxic shock syndrome
Human Immunodeficiency Virus infection** (including asymptomatic infection, ARC and AIDS)	Tularemia
Lead, elevated blood levels $\geq 15$ mcg/dl)	Yersiniosis
	Vibriosis

\*Use sexually transmitted diseases report card

\*\* HIV-Seropositivity to be reported by laboratories; symptomatic cases to be reported by clinicians to State Division of AIDS Prevention & Control (334) 206-5364 or 1-800-344-1153.

State Health Department Telephone Numbers:

Division of Epidemiology (334) 206-5347 or 1-800-338-BEPI (24-hour coverage) FAX: (334) 206-5967

Division of HIV/AIDS Prevention & Control (334) 206-5364 or 1-800-344-1153

Division of Sexually Transmitted Diseases (334) 206-5350

Division of Tuberculosis Control (334) 206-5330

Division of Immunization (334) 206-5023

Bureau of Clinical Laboratories (334) 260-3400 (24-hour coverage)

## 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.

<b>Membership</b>	<b>1-249</b>	<b>250-499</b>	<b>500-749</b>	<b>750-999</b>	<b>1000-1249</b>	<b>1250-1499</b>	<b>1500-up</b>
<b>Principal or Headmaster</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>One (full-time equivalent) staff member shall be added where needed for each additional 250 students over 1,500.</b>
<b>Administrative Assistants</b>	<b>0</b>	<b>.5</b>	<b>1</b>	<b>1.5</b>	<b>2</b>	<b>2.5</b>	
<b>Guidance Professionals</b>	<b>.5</b>	<b>1</b>	<b>1.5</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	
<b>Library or Media Specialists</b>	<b>.5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	
<b>Library or Media Aides</b>	<b>0</b>	<b>.5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Secretaries or Clerks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3.5</b>	<b>4</b>	<b>4.5</b>	<b>4.5</b>
<b>Custodian or maintenance</b>	<b>1</b>	<b>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.</b>					

## 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.
  - A student may earn no more than two units per year in courses in which he/she has 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.
  - 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.

- 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 11<sup>th</sup> 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 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.
- The following units must be earned for graduation from an AISA accredited:

#### **Diploma Options**

Alabama High School Diploma (Standard Diploma) Total 24 Units

Alabama High School Diploma with Advanced Endorsement Total 24 Units

**\*New Alabama High School Diploma (Begins 2013-2014) Total 24 Units**

AISA Advanced Diploma

- **Alabama High School Diploma (Standard Diploma)**

	<b><u>Credits</u></b>
English Language Arts Four credits to include English 9, English 10, English 11 and English 12 (one unit per grade)	<b>4</b>

Mathematics Four credits to include: Algebra I Geometry *Algebra II (Class of 2016)	<b>4</b>  1 1 1
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**Note:** \*Beginning with the ninth grade class of the 2012-2013 school year, Algebra II will be required for the Alabama High School Diploma.

Science Four credits to include: Biology A physical science	<b>4</b>  1 1
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Social Studies Four credits to include:  Grade 9 Social Studies	   1
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Grade 10 Social Studies	1
Grade 11 Social Studies	1
Grade 12 Social Studies	1

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.)

Health Education	½
Fine Arts	½
Computer Applications**	½
Electives	<b>5 ½</b>

Local schools must offer a foreign language, fine arts, and additional physical education as electives.

**TOTAL** **24 Units**

\*\*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 six electives.

- **Alabama High School Diploma With Advanced Academic Endorsement**

	<u>Credits</u>
English Language Arts	<b>4</b>
Four credits to include advanced levels of English 9, English 10, English 11, and English 12 (one unit per grade).	
Mathematics	<b>4</b>
Must include advanced level of:	
Algebra II with Trigonometry	1
Science	<b>4</b>
Must include advanced levels of:	
Biology	1
A physical science	1
Additional life and or physical science	2
Social Studies	<b>4</b>
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:** 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 24 Units**

\* 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.

- **\*New Alabama High School Diploma (24 Units) (\*DRAFT\*)** 4
  - English Language Arts 4
    - Four credits to include the following:
    - English 9 1
    - English 10 1
    - English 11 1
    - English 12 1
    - ...or any AP/IB/postsecondary equivalent option of these courses.
  - Mathematics 4
    - Must include the following:
    - Algebra I 1
    - Geometry 1
    - Algebra II w/Trig or Algebra II 1

The additional course to be completed must be chosen from the Alabama Course of Study or CTE/AP/IB/postsecondary equivalent courses.
  - Science 1
    - Biology 1
    - A physical science 1

The third and fourth credits may be used to meet both the science and CTE course requirement and must



be chosen from the Alabama Course of Study or CTE/AP/IB/postsecondary equivalent courses.

Social Studies	<b>4</b>
Four credits to include:	
World History	1
US History	2
Government/Economics	1
...or any AP/IB/postsecondary equivalent option of these courses.	
Physical Education	<b>1</b>
LIFE (Personal Fitness)	
...Or JROTC credit may be used to meet requirement	
Health Education	<b>0.5</b>
Career Preparedness	<b>1</b>
Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy)	
CTE and/or Foreign Language and/or Arts Education	<b>3</b>
Students choosing CTE and/or Foreign Language and/or Arts Education are encouraged to complete two courses in sequence.	
Electives	<b>2.5</b>
<b>TOTAL</b>	<b><u>24</u> Units</b>

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

English Language Arts	<b>4</b>
Four credits to include advanced levels of English 9, English 10, English 11, and English 12 (one unit per grade)	
Mathematics	<b>4</b>
Must include advanced level of:	
Algebra II with Trigonometry	1
Science	<b>4</b>
Must include advanced levels of:	
Biology	1
A physical science	1
Additional life and or physical science	2
Social Studies	<b>4</b>

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:** 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	<b>2</b>
Health	½
Fine Arts	½
Computer Science	½
Research and Writing	½
Service (School and/or Community)	½
Electives	<b>3 ½</b>

**TOTAL** **25 Units**

**Notes:**

- 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 7<sup>th</sup> and 8<sup>th</sup> grade. This is a school decision approved by school’s board.)
- 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.
- 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.
- 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.
- 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.
8. 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. Diplomas may be issued only on the recommendation of the school administrator and approval of local board chairperson.
10. 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.
11. 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.
12. 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. Ten quarter/six semester credit hours at the postsecondary level shall equal one credit at the high school level in the same or related subject. Partial credit agreements shall be developed between the local board of education and participating postsecondary institutions.

(d) Articulation. Four year colleges/universities are encouraged to participate in this program utilizing the same guidelines.

## 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**. 9<sup>th</sup> 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](http://www.aisaonline.org))

All AdvancED Accredited Schools

(see website [www.advanc-ed.org](http://www.advanc-ed.org))

All Public Schools

(see website [www.alsde.edu](http://www.alsde.edu))

All NCPSA Accrediting Agencies

(see website [www.ncpsa.org](http://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

### AISA Course Share Network A Parent/Student Guide

#### General Information

- All CSN activities must be approved by the Headmaster of the school for instructor and /or student participation.
- Prerequisite requirements will be determined by the Headmaster/Guidance Counselor of the perspective student's school.
- All CSN courses will have at least 10 lessons and no more than 12 lessons.
- Tests may be proctored online with appropriate supervision and/or instructors may ask an approved school representative to proctor written examinations.
- Textbooks or other materials required for a course will be determined by the CSN instructor. The student is responsible for obtaining the books for the class. Many students use websites such as [www.half.com](http://www.half.com) or [www.amazon.com](http://www.amazon.com) for ordering used textbooks at affordable rates. Your instructor may recommend a particular location that works best from their experience.
- Course completion time will be a minimum of 6 weeks and a maximum of 15 weeks. (Beginning the date of the first log on)
- A progress report will be sent to the school and parents at the end of the 9th week.

#### Payment Information

- CSN cost for ½ unit will be **\$200** (effective 9-1-2011) plus textbooks or other required materials.
- The student will pay the appropriate amount (**\$200** for each .5 unit) to the AISA office. Please make checks payable to **AISA**.

Address:       AISA  
                  Attention: Michael McLendon  
                  Huntingdon College  
                  1500 East Fairview Ave  
                  Montgomery, Al 36106

\*PayPal may also be utilized through the website as a payment method.\*

- REFUND POLICY:** A partial refund (\$115) of the course tuition will be granted only if requested within 10 days of the registration date, which is the date payment was posted in the AISA office as shown on the spreadsheet, with no work submitted. A portion of your payment (\$80.00) will be retained as an administrative cost.

#### Enrollment Procedures

- Interested students will email the CSN coordinator, John Westbrook, at [jwestbrook57@msn.com](mailto:jwestbrook57@msn.com) or AISA Academic Director, Michael McLendon, at [mmclendon@aisaonline.org](mailto:mmclendon@aisaonline.org) requesting to enroll in a course. Students should check the [aisa.crhosts.com](http://aisa.crhosts.com) for course offering.
- The student will obtain permission from his/her school to participate in the course and request that the school email the CSN coordinator, John Westbrook, at [jwestbrook57@msn.com](mailto:jwestbrook57@msn.com) or the AISA Academic Director, Michael McLendon, at [mmclendon@aisaonline.org](mailto:mmclendon@aisaonline.org) indicating permission has been granted.
- The student completes the new account information on the online site [aisa.crhosts.com](http://aisa.crhosts.com).
- The CSN instructor will be contacted and given student information after the payment has been received.

## Appendix XV

### ALABAMA INDEPENDENT SCHOOL ASSOCIATION REQUIREMENTS FOR ALL MEMBER SCHOOLS SEPTEMBER, 2005

All AISA accredited schools are expected to meet standards of compliance in the following broad areas: corporate operations; funding; plant and facilities; safe environment; curricular programs; extra-curricular programs; instructor credentials; technology opportunities; and school improvement.

#### Specific AISA Requirements:

1. Comply with all applicable federal and state laws.
2. Comply with all AISA requirements as outlined in the AISA manuals.\*  
(AISA By-Laws, AISA Assurances, AISA Athletic Manual, AISA Academic Manual)
3. Maintain all necessary and legally required insurance and payroll programs.
4. Meet all financial obligations to the association.
5. All schools are required to participate in the AISA Student Catastrophic Insurance plan. Effective with the 2013-2014 school year, Associate Academic Members may be exempted from the AISA Catastrophic Insurance payment upon providing the AISA with a certificate of insurance with their existing policy. The Student Base Plan is available as an optional plan.
6. Governing boards adhere to the Corporate Charter, By-Laws and amendments, as they determine, integrate and coordinate policies which define the corporation's/school's purpose and function.
7. The governing board develops policies, funds the total school program, and hires the school's chief administrator.
8. The head administrator directs and superintends the daily operations of the school.

Specific AISA accreditation assurances include, but are not limited to, the following:

1. Provide a six (6) hour instructional day for all students.
2. Provide a minimum of 175 full days of instruction per year.

3. Comply with the state of Alabama and AISA curriculum requirements for graduation/earning credits for a Standard and/or Advanced Diploma.
4. Follow AISA requirements for student entrance requirements regarding age, grade placement, and temporary grade placement of students from home school, non traditional and non-accredited programs.
5. Provide the AISA office a monthly attendance report.
6. Provide a curriculum that meets and/or exceeds the Alabama Code requirements. Curriculum guides are required for every subject/grade level. SAT and other standardized testing skills imbedded in guides.
7. Maintain a qualified and degreed instructional staff.
8. There must be at least one teacher per grade.
9. All head and full time administrators are required to participate in the AISA Administrators' Workshop. Please refer to the [AISA Personnel Requirements](#).
10. Test all students in grades 2, 4, 6 and 8 using SAT 10 and OLSAT 8.
11. There must be adequate space, buildings, grounds, and facilities to accommodate the curriculum offered.
12. Member schools participating in the AISA athletic program are required to follow all policies and guidelines as written in the AISA Athletic Manual and provide the AISA all required reports.
13. Conduct a school improvement self-study and host a peer review visit every five years.
14. Develop a school technology plan and review annually progress in technology.
15. Develop and review annually short term and long term goals for facilities.
16. Provide the AISA office on time all required reports and forms relating to AISA programs.
17. Attend all required AISA meetings. All schools are required to have a representative at the AISA Annual Meeting of School Heads and the State Board. All schools are required to have a representative at the Annual Coaches Meeting.