AIAA ACCREDITATION

Full Accreditation

Visit Guide for Schools

American International Accreditation Association of Schools and Colleges

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GENERAL INFORMATION

This Visit Guide contains step-by-step instructions that will help schools prepare for AIAA full accreditation and progress monitoring visits. The information contained in this guide will answer questions schools may have as they prepare for the accreditation visits.

The following is general information that pertains to the visits:

Point of Contact for Visit

When a school visit is scheduled, AIAA administrators assign an accreditation team leader for the visit. The accreditation team leader will be the school's point of contact for all inquiries regarding what will take place during the visit. The school should not have any contact with other accreditation team members. Questions pertaining to preparing for the visit should be directed to AIAA administration.

Travel and Lodging Arrangements

The accreditation team will make their own travel and lodging arrangements.

The school will be responsible to arrange for the accreditation team's travel between the hotel and school.

Gifts

The giving of gifts to the accreditation team members is *NOT* encouraged.

If a school gives the accreditation team members a memento, it should be limited to inexpensive items.

Visit Schedule

The school will work with the accreditation team leader in advance of the visit to determine the visit schedule.

Preparing and Organizing Items of Evidence

The school will need to prepare certain items of evidence depending on the type of visit being hosted. These items are listed in each visit section of this guide. The school should organize and prepare items of evidence according to the following guidelines:

Prepare a separate box for each standard as shown in the example photographs below.

Label the boxes in order, Standard 1 through Standard 5. In each box, label a hanging file for each indicator. Arrange the indicator files in order by placing the first indicator in the front and last indicator in the back.

If the school does not have the recommended items of evidence, it can provide copies of what is available. For example, copies of the items listed below may be placed in the file for Standard 2, Indicator 2.4:

- A blank, not filled in, copy of the school's curriculum scope and sequence mapping tool.
- A copy of a completed scope and sequence map for core contents such as English or mathematics.
- A list of the subjects which have complete scope and sequence maps.
- A list of the subjects that do not have a map, with a short description of what the school is doing to complete those maps.

When preparing and organizing items of evidence do not put original documents in the boxes. The accreditation team may keep selected items to assist in writing visit reports.

Place all items of evidence in the accreditation team's workroom prior to the visit.

STUDENT AND STAFF HANDBOOKS AND POLICY AND PROCEDURE MANUALS

Place one original of each handbook or manual in the accreditation team's workroom. Provide a copy of an individual policy or procedure in the indicator file if it is listed for that indicator.

If any of the handbooks or manuals are only available online, send the link(s) to the team leader at least two weeks prior to the visit.

Preparing the Accreditation Team's Workroom

The school should prepare a workroom for the accreditation team according to the following guidelines:

ROOM ARRANGEMENT

The team's workroom should ready by 7:00 a.m. on each visit day. Assume four team members will be present at the visit unless notified otherwise.

- SECURE, PRIVATE ROOM

  Team members will go in and out of the workroom throughout the day. Provide a room with a locking door or a room in a monitored area for security.

- CONFERENCE TABLE AND CHAIRS

  A conference table and chairs are preferred. Use another configuration if necessary.

- ITEMS OF EVIDENCE

  Use the format and process described for preparing and organizing items of evidence. Place the items of evidence in the team's workroom.

- MASTER COURSE SCHEDULE AND BELL SCHEDULE

  Provide a copy of the master course schedule and bell schedule for each team member. The master course schedule should show teachers' names and room numbers.

TECHNOLOGY

- INTERNET ACCESS

  Wireless internet must be available in the team's workroom. Post a username and password in the workroom for internet access.

- POWER OUTLETS

  Provide power outlets so that each team member can charge a laptop or phone while seated at the work table.

- PROJECTOR

  Provide a projector and suitable surface that will allow the team leader to project images from the team leader's laptop. Work with the team leader to determine if special adaptors are needed.

- TECHNICAL ASSISTANCE

  Designate a person to contact for technical assistance with internet access, usernames, passwords, the projector, or other technology issues.

REFRESHMENTS AND LUNCH

- REFRESHMENTS

  Provide coffee (regular and decaf), water, and light refreshments in the team's workroom.

- LUNCH

  Provide a light lunch in the team's workroom for each team member. The team leader will notify the school if any team members have special dietary needs or restrictions.

POINT OF CONTACT FOR TEAM LEADER

Designate one person as the point of contact for any requests from the accreditation team leader. The team leader will direct all requests to that person. Post the person's name, title, office location or room number, and phone number in the workroom.

Stakeholder Meetings

Stakeholder meetings are conversational. Encourage stakeholders to be candid and open. No individuals' names are used in AIAA reports. In addition to the meetings listed below accreditation team members will conduct informal interviews with other stakeholders as opportunities and time permit.

The accreditation team will meet with the various stakeholder groups during the visit. The school should prepare for these meetings according to the following guidelines:

- SCHEDULING STAKEHOLDER MEETINGS

  Work with the team leader to enter exact times on the accreditation visit schedule for the stakeholder meetings.

- MEETING ROOM

  Designate a room separate from the team's workroom for stakeholder interviews.

- ADMINISTRATION MEETING

  The administration meeting should include all administrators—owners, directors, principals, managers, etc. If appropriate, include one or two representative teachers and counselors. During this meeting the school will give an introduction of the school including its history, overview of the community the school serves, and how the school prepared for the visit.

- STEERING COMMITTEE MEETING

  The steering committee meeting should include all of the individuals who were responsible for completing the school's self-assessment. During this meeting the steering committee will discuss with the accreditation team how the self-assessment was collectively completed and how the school improvement plan was developed.

- CURRICULUM COMMITTEE MEETING

  The curriculum committee meeting should include all staff members who are part of the school's curriculum committee. During this meeting the curriculum committee will discuss with the accreditation team the school's curriculum, curriculum development, instructional practices, and assessment programs.

- TEACHING STAFF MEETING

  The certified staff meeting should include a mix of teachers so that each core area is represented and each grade level is represented *(For example a high school might include teachers from: grades 9 & 11 English/language arts, grades 9 & 10 social science, grades 11 & 12 mathematics, grades 10 & 12 science, etc.)*. Also include one or two teachers representing elective or non-core content classes, as well as one or two counselors.

  During this meeting a variety of topics will be discussed with the accreditation team. This will be a conversational meeting and no preparation is necessary.

- SUPPORT STAFF MEETING

  The classified staff meeting should include individuals representing classroom-aides, counseling, accounting, facilities, etc.

  During this meeting a variety of topics will be discussed with the accreditation team.
  This will be a conversational meeting and no preparation is necessary.

- STUDENT MEETING

  The student meeting should include three students representing each grade level.

  During this meeting a variety of topics will be discussed with the accreditation team.
  This will be a conversational meeting and no preparation is necessary.

- PARENT MEETING

  The parent meeting should include parents of students representing each grade level.

  During this meeting a variety of topics will be discussed with the accreditation team.
  This will be a conversational meeting and no preparation is necessary.

Visit Results

During the oral exit report the team leader will share some general findings from the visit, but **cannot** state the final outcome of the accreditation visit.

FULL ACCREDITATION VISIT

Full accreditation is the culmination of the formal AIAA accreditation process. Upon successfully completing the full accreditation visit, a school will be accredited for up to five years. Steps for full accreditation include:

STEP 1   SCHEDULE VISIT

Schedule the full accreditation visit with the AIAA Executive Director and ensure that all dues and fees have been paid:

- Annual membership fee of $2,500.
- Full accreditation visit fee of $6,000.

STEP 2   FACILITY PREPARATION

The school should use the facility checklists located in the Appendix to ensure that facilities are adequate to meet the educational objectives of the program (see Standard 3.11). The accreditation team will use these same checklists as they evaluate the school's facilities during the visit.

STEP 3   CONDUCT A SELF-ASSESSMENT

A Self-Assessment Template is available on the AIAA website. This template contains step-by-step instructions to help guide the school through completing a self-assessment. Four weeks prior to the scheduled full accreditation visit, e-mail the completed self-assessment to the accreditation team leader.

Refer to the *AIAA website for the Self-Assessment Template*.

STEP 4   GATHER ITEMS OF EVIDENCE

The school should gather items of evidence as described in the self-assessment template and organize them according to the instructions found on page 1, Preparing and Organizing Items of Evidence. Some items of

evidence may be used for more than one indicator. Provide a copy of each item of evidence the steering committee selects for each indicator, regardless if it is used in another indicator. If a copy is not provided, the accreditation team will assume the item of evidence does not exist.

Items of evidence will be reviewed during the full accreditation visit, but are also for the school's ongoing use to aid in the school improvement process.

STEP 5   THE ACCREDITATION VISIT

Once the school has completed the first four steps it will be ready to host a full accreditation visit to demonstrate that the school is meeting the five AIAA Standards for Accreditation.

Four AIAA team members will conduct the full accreditation visit. The school should plan on the visit taking two and a half days. The accreditation team leader will make a pre-visit to the school a half day ahead of the full team's arrival. During this pre-visit the team leader will review arrangements for the accreditation team and discuss any issues that need to be addressed before the full team's arrival the following day.

The accreditation team will review the school's self-assessment, evaluate the items of evidence, interview stakeholders, and tour the school to validate the school's self-assessment and verify whether the school meets the AIAA Standards for Accreditation.

The full accreditation visit generally follows this outline:

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Full Accreditation Visit Sample Schedule

DAY 1   11.30......................Pickup from Hotel

12.00-3.00 ....Pre-Visit Conducted by Accreditation Team Leader

DAY 2   7.30........................Pickup from Hotel

8.00-08.20 ....Accreditation Team Meeting—Orientation

8.20-08.45 ....Administration Meeting and School Introduction

8.45-9.30 ....School Tour

9:30-10.30 ....Accreditation Team Meeting—Reviewing Items of Evidence

10.30-12.00 ....Classroom Observations and Facilities Check

12.00-12.30 ....Lunch on Site with Students

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Day 2 (continued)

12.30-14.00 ....Accreditation Team Meeting—Reviewing Items of Evidence

14.00-14.30 ....Steering Committee Meeting

14.30-15.00 ....Curriculum Committee Meeting
                 (Parallel—part of accreditation team with curriculum committee)

..............................Parent Meeting
                 (Parallel—part of accreditation team with parents)

15.00-16.30 ....Accreditation Team Meeting—Accreditation Report

17.00-19.00 ....Reception for Team*

DAY 3   7.30........................Pickup from Hotel

8.00-8.15 ....Accreditation Team Meeting

8.15-8.45 ....Student Meeting

9.00-9.30 ....Certified Staff Meeting
                 (Parallel—part of accreditation team with certified staff)

..............................Classified Staff Meeting
                 (Parallel—part of accreditation team with classified staff)

9.45-11.30 ....Classroom Observations and Information Interviews

11.30-12.00 ....Meeting with Individuals as Requested

12.00-12.30 ....Lunch on Site

12.30-14.30 ....Accreditation Team Meeting— Accreditation Report &
                 Team Feedback

14.30-14.45 ....Director and/or Owner Meeting

14.45-15.00 ....Oral Exit Report

*RECEPTION FOR TEAM

The school may choose to host an evening reception for the accreditation team during the visit. The reception may take various forms, such as with the board and administration; with the board, administration, and steering committee or other leadership teams; with the board, administration, faculty, students and invited parents. The school should work with the accreditation team leader to organize and schedule the reception for the team if desired.

STEP 6   UPDATE AND REVIEW THE SCHOOL IMPROVEMENT PLAN

Following the full accreditation visit the school will receive a Visiting Team Accreditation Report. This report will contain the accreditation team's ratings for each indicator, as well as commendations, recommendations, and required actions for select indicators.

The school should then update the school improvement plan based on the Visiting Team Accreditation Report. Indicators with the lowest ratings should become the areas of focus and priorities for the school improvement plan. Any required actions must be immediately added to the school improvement plan and completed by the dates as indicated in the report.

The school should regularly conduct a self-assessment to monitor its progress on all indicators of the AIAA Standards.

Refer to the *AIAA website for The School Improvement Process – An AIAA Guide*.

Refer to the *AIAA website for the Self-Assessment Template*.

STEP 7   PROGRESS MONITORING

AIAA monitors a school's progress on required actions as well as recommendations made in the Visiting Team Accreditation Report.

Required actions must be completed by the dates indicated in the Visiting Team Accreditation Report. Refer to the *AIAA website for the Required Action Report*.

Within one year after the full accreditation visit submit to the Executive Director and the Assistant to the Executive Director documentation of progress towards meeting the recommendations listed in the Visiting Team Accreditation Report.

Within five years, or as requested by AIAA, host a full accreditation visit to demonstrate full compliance with all of the requirements for full accreditation.

PROGRESS MONITORING VISIT

Progress monitoring visits are conducted to monitor required actions the school may have received following the full accreditation visit. These visits may be unscheduled or scheduled. If the Executive Director decides to perform an unscheduled progress monitoring visit an accreditation team will arrive unannounced at the school. No preparation is needed for an unscheduled visit.

The Executive Director may decide to perform a scheduled progress monitoring visit with a school, or a school may request to schedule a progress monitoring visit if desired. The steps to prepare for a scheduled progress monitoring visit include:

STEP 1   VISIT SCHEDULING

If the Executive Director decides to perform a scheduled progress monitoring visit, the school will be contacted to set up a time for an accreditation team to visit.

If a school wishes to request a progress monitoring visit, in order to receive additional guidance and support for school improvement, the school should contact the Executive Director.

STEP 2   GATHER ITEMS OF EVIDENCE

For a scheduled progress monitoring visit, the school should gather items of evidence that support progress made on required actions. The school should also include a copy of the school improvement plan.

STEP 3   THE PROGRESS MONITORING VISIT

Two AIAA team members will conduct the visit. The school should plan on the visit taking half the day. The team members will meet with administration, take a tour of the school, review items of evidence, and meet with other stakeholders as needed. A progress monitoring visit generally follows this outline:

Progress Monitoring Visit Sample Schedule

as arranged .... Pickup from Hotel

15 minutes .... Administration Meeting

30 minutes .... School Tour

30 minutes .... Checking Items of Evidence

30 minutes .... Meeting with Individuals as Requested

15 minutes .... Oral Exit Report

STEP 4   UPDATE AND REVIEW THE SCHOOL IMPROVEMENT PLAN

Following a progress monitoring visit the school improvement plan should be updated based on any areas of concern found by the visiting team.

APPENDIX

FACILITY CHECKLISTS

BUILDING AND SAFETY

YES	NO	
☐	☐	1. The exterior of the school is well maintained, neat, and attractive.
☐	☐	2. Outdoor areas for student use (playgrounds, sports fields, etc.) are well maintained and safe.
☐	☐	3. Stairways are clean, uncluttered and provide adequate passage for students.
☐	☐	4. Maps of escape routes and emergency procedures are posted in all classrooms, laboratories, and offices.
☐	☐	5. Areas where food is served are safe, clean, and hygienic.

RESTROOMS

YES	NO	
☐	☐	1. Restrooms are more than adequate in size, are clean, hygienic, and provide privacy for students.
☐	☐	2. A sufficient number of restrooms are on each floor.
☐	☐	3. There are separate restrooms for girls and for boys.
☐	☐	4. Separate restrooms for staff are available.
☐	☐	5. The restrooms have sufficient lighting and ventilation.
☐	☐	6. The availability of sinks, soap and towels for hand washing is adequate.
☐	☐	7. Toilet tissue is regularly restocked when needed.
☐	☐	8. There is an adequate number of wastebaskets in each restroom.
☐	☐	9. The restrooms are cleaned regularly with a schedule posted as to times they are cleaned.
☐	☐	10. Each restroom has a sufficient sewage system.
☐	☐	11. The floor is dry and not slippery.
☐	☐	12. Signs are posted for proper hygiene practices for students and for staff.

CLASSROOMS

YES	NO	
☐	☐	1. Classrooms are clean and well organized.
☐	☐	2. Classrooms are suitable in size for the number of students.
☐	☐	3. Furniture in the classrooms is adequate and in good condition.
☐	☐	4. Chairs and desks in the classroom are adequate for the number of students served and appropriate for the age of the students in each classroom.
☐	☐	5. Lighting in the classrooms is adequate for the instructional activities.
☐	☐	6. Ventilation in the classrooms is adequate for the instructional activities.
☐	☐	7. Bulletin boards and white boards are adequate for the instructional activities.
☐	☐	8. Classrooms provide conducive learning environments.
☐	☐	9. Classrooms are safe for students and teachers.
☐	☐	10. Adequate resources are available for student learning.
☐	☐	11. Student work is displayed in classrooms.
☐	☐	12. The classroom is accessible for administration to monitor.
☐	☐	13. Coordinators and service workers are readily available on each floor.
☐	☐	14. A classroom time schedule is posted in each classroom.
☐	☐	15. The school mission is displayed prominently in each classroom.
☐	☐	16. First aid kits are available in all classrooms.
☐	☐	17. Fire extinguishers are near each classroom.
☐	☐	18. Emergency exit routes and procedures are clearly posted in all classrooms.

LIBRARY

YES	NO	
☐	☐	1. The size of the library is suitable for the number of students at the school.
☐	☐	2. Furniture is appropriate for library activities.
☐	☐	3. There are a sufficient number of seats for students.
☐	☐	4. There is sufficient shelving and cupboards for books.
☐	☐	5. The library is well stocked with materials that reflect the range of reading levels represented in the school.
☐	☐	6. The library contains a variety of materials and formats: books, magazines, catalogs, diaries, eBooks, audio books, etc.
☐	☐	7. There is easy-to-read and highly visible signage to aid the students in finding materials.
☐	☐	8. A list of available library materials is readily available to students.
☐	☐	9. The library has a database of all the materials and a management system for checking out materials and monitoring their return.
☐	☐	10. The library provides a conducive learning environment.
☐	☐	11. The library has adequate lighting and ventilation.
☐	☐	12. The staffing includes the presence of a qualified librarian.
☐	☐	13. The library schedule is posted.
☐	☐	14. The library rules and regulations are posted.
☐	☐	15. Emergency exit routes and procedures are clearly posted.

SCIENCE LABORATORIES

YES	NO	
☐	☐	1. Laboratories are clean and well organized.
☐	☐	2. Laboratories are suitable in size for the number of students.
☐	☐	3. Furniture in the laboratories is appropriate, adequate, and in good condition.
☐	☐	4. A sufficient number of sinks are available in each laboratory.
☐	☐	5. A sufficient number of electrical outlets are available in each laboratory.
☐	☐	6. Laboratories have sufficient equipment and supplies to perform the experiments and activities in the curricula.
☐	☐	7. Laboratories are connected to a preparation room.
☐	☐	8. Chemicals are properly stored in the preparation/equipment storeroom and are under staff control. An approved flammables cabinet is available for volatile chemicals.
☐	☐	9. Lists of materials with their expiration dates are prominently displayed in the preparation room.
☐	☐	10. Lighting in the laboratories is adequate for the experiments and activities.
☐	☐	11. Laboratories are vented to the outside away from air intake vents. Vented laboratory air is not recirculated back into the building's general system.
☐	☐	12. Each chemistry laboratory has a fume hood. Fume hood ventilation is vented to the outside away from air intake vents.
☐	☐	13. Each laboratory has available a chemical waste container and broken glass container.
☐	☐	14. Where possible there are two exits in each laboratory.
☐	☐	15. Each laboratory has clearly labeled emergency and master shut-off controls for electricity, gas, and water. The controls are easily accessible to the teacher (located near the teacher's station), but not too easily accessible to students, if possible.
☐	☐	16. Each chemistry laboratory has an emergency chemical shower and fire blankets.
☐	☐	17. Each chemistry laboratory has an emergency eye and face wash station.
☐	☐	18. Each chemistry laboratory has sanitized eye goggles, coats, and gloves for all students.
☐	☐	19. Safety procedures are prominently posted in each laboratory. Safety symbols are posted throughout the laboratories to ensure students use chemicals, equipment, and materials safely.
☐	☐	20. First aid kits are available in all laboratories.
☐	☐	21. Fire extinguishers are mounted in each laboratory.
☐	☐	22. Emergency exit routes and procedures are clearly posted in all laboratories.

TECHNOLOGY

YES	NO	
☐	☐	1. The school maintains a reliable, fast, secure internet connection which is readily available throughout the school.
☐	☐	2. A technology professional oversees the technology infrastructure, network, technology security systems, hardware, and software.
☐	☐	3. Computers and technology are accessible for all staff and students, and support learning and instruction in the classroom.
☐	☐	4. Interactive boards or projectors are in each classroom.
☐	☐	5. Staff members have access to printers and scanners.
☐	☐	6. Internal and external means of communication (phone, fax, etc.) are available throughout the school.
☐	☐	7. Internet filters and firewall applications are used to ensure safe access to information for all students.
☐	☐	8. Software is maintained and kept up-to-date to ensure smooth operation of computers and technology applications.

HEALTH ROOM

YES	NO	
☐	☐	1. The health room is clean and well organized.
☐	☐	2. The size of the health room is sufficient to serve the number of students in the school.
☐	☐	3. The health room has appropriate furniture that is in good condition, including a bed that can be screened for privacy.
☐	☐	4. There is an appropriate waiting area for students who enter the health room.
☐	☐	5. The health room is in a convenient location on the school campus.
☐	☐	6. There is sufficient lighting and ventilation in the health room.
☐	☐	7. The health room is cleaned regularly and bed linens are changed after each use.
☐	☐	8. A log of daily visitors is kept.
☐	☐	9. A complete file for each student in the school is kept in a secure, locked location.
☐	☐	10. Information on each student's medical insurance is maintained.
☐	☐	11. There is a list of available medicines with their expiration dates.
☐	☐	12. Medicines are stored in a locked location and are under staff control.
☐	☐	13. A qualified nurse is available during the entire school day.
☐	☐	14. A medical doctor is available or on call.
☐	☐	15. The health professional on staff shows understanding of the procedures to handle confidential issues related to student health and chronic diseases.
☐	☐	16. There are procedures to refer cases that the school health professional cannot treat.
☐	☐	17. A first aid kit is available.
☐	☐	18. The health room has a fire extinguisher.
☐	☐	19. Emergency exit routes and procedures are clearly posted.