



North Central Association Commission on Accreditation
and School Improvement
Membership & Improvement Criteria
For Unit Schools

If you have transferred from a Unit (K-12) school to a different type of school, please contact your state office to effect a change.

School Name: _____

School Address 1: _____

School Address 2: _____

City: _____ **State:** _____ **Zip + 4:** _____

Email Address: _____

Web Page Address: _____

Telephone: _____ **Ext.:** _____ **Fax:** _____

Grade Span: _____

Is Your School Public or Non Public? ☐ **Public** ☐ **Non-Public**

Principal Title: (Principal, Director, etc.) _____

Principal Greeting: (Mrs., Dr., etc.) _____

Principal First Name: _____

Principal Last Name: _____ **Middle Initial:** _____

Name of Person Completing Report: _____

District Name: _____

District Address 1: _____

District Address 2: _____

City: _____ **State:** _____ **Zip + 4:** _____

Telephone: _____ **Ext.:** _____ **Fax:** _____

Superintendent Title: (Superintendent, Executive Director, etc.) _____

Superintendent Greeting: (Mrs., Dr., etc.) _____

Superintendent First Name: _____

Superintendent Last Name: _____ **Middle Initial:** _____

Provide enrollment for each grade in your building:

Pre-kindergarten:	_____	Grade 7:	_____
Kindergarten (half-day):	_____	Grade 8:	_____
Kindergarten (alternate day):	_____	Grade 9:	_____
Kindergarten (full day):	_____	Grade 10:	_____
Grade 1:	_____	Grade 11:	_____
Grade 2:	_____	Grade 12:	_____
Grade 3:	_____	Grade 13:	_____
Grade 4:	_____	Grade 14:	_____
Grade 5:	_____	Other:	_____
Grade 6:	_____		

Staffing (RA 22) Please report the full-time-equivalency (FTE) for all persons assigned to your building.

Please record all FTE in the categories provided (even though the fit is not exact).

INSTRUCTIONAL STAFF FTE

_____ Pre-kindergarten Teachers

_____ Kindergarten Teachers

_____ Elementary Specialists (art, music, PE)

_____ Special Education/Resource Teachers

_____ Regular Classroom Teachers

_____ Other professional instructional support
(speech, reading, etc.)

_____ Counselor

_____ Psychologist

_____ Social Worker

_____ Others in "Counselor-type" Role (excluding
teachers counted above)

_____ Library/Media Specialist

_____ Nurse

_____ Superintendent

OTHER PROFESSIONAL STAFF FTE

_____ Principal/Building Administrator

_____ Assistant Principal

_____ Administrative Assistant

_____ Dean of Students

_____ Athletic Director

OTHER STAFF FTE

_____ Library/Media Aide

_____ Nurse's Aide

_____ Kindergarten Aide

_____ Secretary/Clerk

(You are not required to report the number of teacher aides or other paraprofessionals not covered in the categories above.)

Total Enrollment = _____ Total FTE = _____

Pupil/Professional Staff Ratio (RA 23a) = (Enrollment ÷ FTE) _____

Length of School Year--Instructional Time (RA 2)

How many instructional days were held last year? _____

What is the average length of your school day in minutes (excluding lunch)? _____

Clock Hours Per Year (RA 2) = (multiply number of days by school day length) _____

- Is your school in compliance with the length of school year requirement for each level of schooling? (RA 2f) ☐ Yes ☐ No
- Do all full-time teachers have at least 200 minutes (within the teacher workday) of scheduled planning/conference time per week? (RA 2g) ☐ Yes ☐ No
- Is your prekindergarten in compliance with the length of school year requirement (RA 2a)? ☐ Yes ☐ No
- Are the requirements of RA 23c met for prekindergarten classes? ☐ Yes ☐ No

Questions for Schools with Students Enrolled in Kindergarten

- Is your kindergarten in compliance with the length of school year requirement (RA 2b)? ☐ Yes ☐ No
- Does any section of kindergarten have more than 25 students? (RA 23b) ☐ Yes ☐ No
- If there are 26-30 students in a kindergarten section, is a full-time aide present in each section? (RA 23b) ☐ Yes ☐ No
- Does any section of kindergarten have more than 30 students? (RA 23b) ☐ Yes ☐ No

Please check curriculum experiences available to elementary and unit school students in this school. (PS 7a)

- | | |
|---|---|
| <input type="checkbox"/> Language Arts | <input type="checkbox"/> Health and Safety |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Computer Education |
| <input type="checkbox"/> The Arts | <input type="checkbox"/> Science |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Physical Education |

Please check curriculum offerings/experiences available to middle level and unit school students in this school. (PS 7b)

- | | |
|---|---|
| <input type="checkbox"/> Language Arts | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Practical & Technical Arts |
| <input type="checkbox"/> Fine Arts (Arts & Music) | <input type="checkbox"/> Science |
| <input type="checkbox"/> Health | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Computer Education |

What is the number of units (120 clock hours) in each of the following fields being offered and taught in grades 9-12 this current year? A full-year course is 1 unit; a one semester hour is .5 unit; a quarter course is .25. (PS 7c)

NOTE: Group all courses that do not fall in the mentioned fields under "other."

English (grammar, lit., comp)	_____	Health and Physical Education	_____
Mathematics	_____	Foreign Language--French	_____
Science	_____	Foreign Language--German	_____
Social Science	_____	Foreign Language--Spanish	_____
Practical and Tech Arts (business, tech, consumer sci, vocational, etc.	_____	Foreign Language--Latin	_____
Fine and Performing Arts	_____	Foreign Language--Others	_____
		Electives and Other:	_____

Is the teaching load for teachers (except for certain activity-type classes)
170 or fewer students per teacher per day? (RA 23d)

☐ Yes ☐ No

OTHER MEMBERSHIP CRITERIA

The following membership criteria are qualitative in nature and refer to characteristics that are pertinent to quality programs. The school's evaluation of itself in these membership criteria could be a useful inservice activity for the school faculty and will reveal some aspects of the school, which might be strengthened.

Please review each criterion and assess its implementation at this school using the following scale. A rating of "1" or "2" will be identified as a violation.

(Not Implemented) 1 2 3 4 5 (Well Implemented)

Curriculum

- | | | | | | |
|--|---|---|---|---|---|
| • Curriculum includes learner goals that reflect the school's statement of mission and goals. (PS 5) | 1 | 2 | 3 | 4 | 5 |
| • Quality programs are accessible for all students. (PS 6) | 1 | 2 | 3 | 4 | 5 |

Staff Development

- | | | | | | |
|--|---|---|---|---|---|
| • All personnel are provided staff development commensurate with assignment. (PS 30) | 1 | 2 | 3 | 4 | 5 |
| • School personnel participate through planning and evaluating of programs. (PS 31) | 1 | 2 | 3 | 4 | 5 |
| • Orientation is provided for all new personnel. (PS 32) | 1 | 2 | 3 | 4 | 5 |

Assessment

- | | | | | | |
|---|---|---|---|---|---|
| • Parents are informed frequently and regularly about student progress. (PS 40) | 1 | 2 | 3 | 4 | 5 |
| • A variety of measures is used to document student success. (PS 41) | 1 | 2 | 3 | 4 | 5 |

Pupil Personnel Services

- | | | | | | |
|--|---|---|---|---|---|
| • Services include counseling, appraisal, referral, and educational and career planning. (PS 50) | 1 | 2 | 3 | 4 | 5 |
| • Specialized services are provided for special needs students. (PS 51) | 1 | 2 | 3 | 4 | 5 |
| • A well-planned health services program, including the services of a nurse, is available. (PS 52) | 1 | 2 | 3 | 4 | 5 |
| • The school has specified procedures for accidents, emergencies, and disasters. (PS 53) | 1 | 2 | 3 | 4 | 5 |
| • Pupil personnel services staff are available to meet student needs. (PS 54) | 1 | 2 | 3 | 4 | 5 |
| • Students with unique needs are provided appropriate materials, facilities, and services. (PS 55) | 1 | 2 | 3 | 4 | 5 |
| • There are written guidance/counseling procedures and personnel responsibilities. (PS 56) | 1 | 2 | 3 | 4 | 5 |

Student Activities Program

- | | | | | | |
|--|---|---|---|---|---|
| • There is a diversified program of student activities. (PS 60) | 1 | 2 | 3 | 4 | 5 |
| • The program is an integral part of the comprehensive educational experiences of students. (PS 61) | 1 | 2 | 3 | 4 | 5 |
| • The scope of the program is determined by the needs, interests, and abilities of students. (PS 62) | 1 | 2 | 3 | 4 | 5 |
| • The school community provides resources needed to support the program. (PS 63) | 1 | 2 | 3 | 4 | 5 |

Vision

- | | | | | | |
|--|---|---|---|---|---|
| • There is a written statement of the school's beliefs. (VL 1) | 1 | 2 | 3 | 4 | 5 |
| • There is a written statement of the school's mission and goals. (VL 2) | 1 | 2 | 3 | 4 | 5 |
| • There is appropriate participation in the development of the mission and goals. (VL 3) | 1 | 2 | 3 | 4 | 5 |

Leadership-Governance

(Superintendent refers to school or districts and executive administrative officer; principal refers to building administrator. Under certain circumstances they may be one and the same.)

- | | | | | | |
|--|---|---|---|---|---|
| • There is a governing board representing the interests of the school community. (VL 10) | 1 | 2 | 3 | 4 | 5 |
| • Board members do not act individually without authorization of the entire governing board. (VL 11) | 1 | 2 | 3 | 4 | 5 |
| • The superintendent is responsible for leading and administering in accordance with governing board policies. (VL 12) | 1 | 2 | 3 | 4 | 5 |
| • Working relationships between the board and the superintendent are appropriate. (VL 13) | 1 | 2 | 3 | 4 | 5 |
| • The superintendent works to provide high quality education for students. (VL 14) | 1 | 2 | 3 | 4 | 5 |
| • The board and administration work to secure appropriate resources. (VL 15) | 1 | 2 | 3 | 4 | 5 |
| • The principal has authority and resources to improve student performance. (VL 16) | 1 | 2 | 3 | 4 | 5 |
| • The working relationship between the superintendent and principal is effective. (VL 17) | 1 | 2 | 3 | 4 | 5 |
| • The principal, staff, and community work together to attain goals. (VL 18) | 1 | 2 | 3 | 4 | 5 |
| • Principal and staff share a positive and supportive climate. (VL 19) | 1 | 2 | 3 | 4 | 5 |

School Community

- | | | | | | |
|--|---|---|---|---|---|
| • There is a planned public communications program to inform school community about improvement efforts. (VL 25) | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

Time and Space

- | | | | | | |
|--|---|---|---|---|---|
| • Time for student learning and staff development is sufficient and appropriate. (RA 1) | 1 | 2 | 3 | 4 | 5 |
| • All space and facilities are of appropriate size, configuration, and condition. (RA 5, RA 11, RA 14) | 1 | 2 | 3 | 4 | 5 |
| • The site and facilities provide a safe and healthful environment. (RA 6) | 1 | 2 | 3 | 4 | 5 |
| • Appropriate health and safety inspections are conducted regularly. (RA 7, RA 8) | 1 | 2 | 3 | 4 | 5 |
| • Provision is made for security and safety of students. (RA 9) | 1 | 2 | 3 | 4 | 5 |
| • The site is readily accessible, free from hazards, and of sufficient size. (RA 10) | 1 | 2 | 3 | 4 | 5 |
| • State and local standards and legal requirements for heating, ventilation, illumination are met. (RA 12) | 1 | 2 | 3 | 4 | 5 |
| • School facilities and equipment are appropriate in size, type, and quantity. (RA 13) | 1 | 2 | 3 | 4 | 5 |
| • Permanent records of students and staff are protected from theft, fire, or other damage. (RA 15) | 1 | 2 | 3 | 4 | 5 |

Finances

- | | | | | | |
|---|---|---|---|---|---|
| • Sufficient financial resources are available to accomplish the mission-goals of the school. (RA 30) | 1 | 2 | 3 | 4 | 5 |
| • All income and expenditures are safeguarded through proper budgetary procedures. (RA 31) | 1 | 2 | 3 | 4 | 5 |

Instructional Resources

• The school media collection consists of a balance of print, non-print, and electronic media. (RA 40)	1	2	3	4	5
• Sufficient resources are budgeted and spent annually to maintain a current collection (RA 41)	1	2	3	4	5
• Ongoing instruction is provided for staff and students. (RA 42)	1	2	3	4	5
• Instruction in design and production of instructional materials is available. (RA 43)	1	2	3	4	5
• Media and technology materials and equipment are appropriately available. (RA 44)	1	2	3	4	5
• The media center is staffed by an adequate number of appropriately prepared personnel. (RA 45)	1	2	3	4	5
• The school has an ongoing instructional technology plan. (RA 50)	1	2	3	4	5
• The instructional technology plan includes a budget that is realistic. (RA 51)	1	2	3	4	5
• The school has access to district technology to continually expand its information base. (RA 52)	1	2	3	4	5
• Technology resources are conveniently accessible to all. (RA 53)	1	2	3	4	5
• Personnel with appropriate expertise are available to assist students and staff with effective use of technology resources. (RA 54)	1	2	3	4	5

ANALYZING IMPROVEMENT NEEDS

NCA's "improvement criteria" are statements of exemplary practice. They are intended to promote continuous growth in each member school. Thus, as the school analyzes its improvement needs, the extent to which it has achieved the intent of the improvement criteria is an important component. Each school should be striving to improve its attainment of the improvement criteria at the exemplary level.

Because these are improvement criteria, and schools will vary in terms of implementation, no violations will be cited if a school indicates it is at the "entry level" regarding the improvement criteria. The focus is on helping schools move from an entry level to exemplary level over time.

(Entry Level) 1 2 3 4 5 (Exemplary)

1 = Although we have begun implementation, most criteria are not implemented.

3 = Many criteria are implemented, and we are working hard to implement the others.

5 = All criteria are implemented and we meet the intent of the criteria at an exemplary level.

Improvement Criteria: Resources and Allocation

Review the following resources and allocation improvement criteria holistically; then rate the degree to which the criteria are implemented in your school:

- Time devoted to student learning is maximized. (RA 3)
- Planning/conference time is appropriately used. (RA 4)
- School facilities are open as necessary for extended hours and days. (RA 16)
- The budget is developed based on mission and goals of school. (RA 32)
- The principal and faculty are involved in developing the budget. (RA 33)
- The school makes appropriate use of community resources. (RA 34)

(Entry Level) 1 2 3 4 5 (Exemplary)

Improvement Criteria: Learning Goals

Holistically review the following criteria related to overall learning goals of the school; then rate the degree to which the criteria are implemented in your school.

- Learning goals are challenging and appropriate in terms of rigor and diversity. (PS 1)
- Learning goals meet student needs. (PS 1)
- Learning goals are consistent with the stated goals of the school program. (VL 1)

(Entry Level) 1 2 3 4 5 (Exemplary)

Improvement Criteria: Curriculum

Review the following curriculum improvement criteria holistically; then rate the degree to which the criteria are implemented in your school:

- Utilizes community resources. (PS 9)
- Is broad in scope and addresses needs of a diverse student body. (PS 10)
- Provides equality of opportunity and diversity. (PS 11)
- Is constantly under review. (PS 12)
- Fosters both vertical and horizontal articulation. (PS 13)

(Entry Level) 1 2 3 4 5 (Exemplary)

Improvement Criteria: Teaching-Learning

Review the following teaching-learning improvement criteria holistically; then rate the degree to which the criteria are implemented in your school:

- Classroom practices make productive use of time. (PS 20)
- Student progress is based on individual development and flexibility. (PS 21)
- The interrelationships among curricular areas are emphasized. (PS 22)
- A range of instructional techniques is used to meet student needs. (PS 23)
- Classroom practices and methodology are consistent with research. (PS 24)
- Results of assessments are used to modify classroom practices. (PS 25)

(Entry Level) 1 2 3 4 5 (Exemplary)

Improvement Criteria: Staff Development

Review the following staff development improvement criteria holistically; then rate the degree to which the criteria are implemented in your school:

- A staff development plan is in place. (PS 33)
- Staff development activities are connected to and supportive of the school's improvement plan. (PS 33)

(Entry Level) 1 2 3 4 5 (Exemplary)

Improvement Criteria: Assessment

Review the following assessment improvement criteria holistically; then rate the degree to which the criteria are implemented in your school:

- Assessment measures are congruent with learning goals. (PS 42)
- Students receive regular and frequent feedback on their progress. (PS 43)
- Assessment of student learning is used to document the school program's effectiveness. (PS 44)
- Information is collected from entering students to establish a teaching-learning program that is ready to accommodate all learners. (PS 45)

(Entry Level) 1 2 3 4 5 (Exemplary)

Improvement Criteria: School Community

Review the following school community improvement criteria holistically; then rate the degree to which the criteria are implemented in your school:

- The school and community work together for their students. (VL 26)
- Community resources are identified and utilized. (VL 27)
- Students use skills and knowledge in real-life activities in the community. (VL 28)

(Entry Level) 1 2 3 4 5 (Exemplary)

Improvement Criteria: Information System

Holistically review the following criteria related to the school's information system; then using the following scale, rate the degree to which the intent of the criteria is implemented in your school.

- Information is regularly collected from community members. (IS 2)
- Information gathered from community members is utilized to evaluate and improve. (IS 3)
- The information system provides necessary data for analysis. (IS 4)
- Analysis results are used to develop a student profile and to document effectiveness. (IS 5)
- Follow-up studies of promoted or graduated students are conducted. (IS 6)
- Information on dropouts is collected and used to develop interventions for them. (IS 7)

1 = We are just beginning to develop an information system; most criteria are not implemented.

3 = We have an information system in place and many criteria are implemented.

5 = Our information system is well developed; all criteria are implemented.

(Entry Level) 1 2 3 4 5 (Exemplary)



North Central Association Commission on Accreditation
and School Improvement
New and Reassigned Staff
Elementary, Middle Level, Secondary, and Unit Schools

MAKE ADDITIONAL COPIES AS NEEDED

Do you have any new or reassigned staff to report this year? ☐ Yes ☐ No

Please complete the following form for EACH professional staff member who is new to your building or district this year or has been reassigned since last year.

NOTE: You are not required to delete staff members that were entered on the report last year.

First Name: _____ **Last Name:** _____

Position: Be specific (e.g., First Grade Teacher, Biology Teacher, Assistant Principal in charge of Discipline)

Status: ☐ New ☐ Reassigned

Highest Degree: ☐ BA/BS ☐ MA/MS/MEd ☐ EdS
☐ EdD/PhD ☐ Other ☐ NA

Certificate Type and Number for CURRENT assignment:

- ☐ Elementary
- ☐ Middle
- ☐ Secondary
- ☐ K-12
- ☐ Administrative
- ☐ Vocational
- ☐ Other
- ☐ NA

Certificate Number(s): _____

Teaching Assignments: Level at which teaching.

- ☐ Pre-kindergarten
- ☐ Kindergarten
- ☐ Elementary
- ☐ Middle Level
- ☐ High School and/or Postsecondary

- ☐ **Non-Teaching Assignments** (includes Principal, Assistant Principal, Other Building Administrator, Counseling/Pupil Personnel, Library-Media Specialist, Superintendent).

TEACHING ASSIGNMENT: PRE-KINDERGARTEN

Does the staff member have 15 semester hours in early childhood coursework? (RA 21b1)

☐ Yes ☐ No

TEACHING ASSIGNMENT: KINDERGARTEN

Does the staff member have 9 semester hours in early childhood coursework? (RA 21b2)

☐ Yes ☐ No

TEACHING ASSIGNMENT: ELEMENTARY

Does the staff member meet the regular endorsement (approval) standards of the state for elementary educators? (RA 21b3)

☐ Yes ☐ No

TEACHING ASSIGNMENT: MIDDLE LEVEL

Teaching Assignment: Middle Level & Certificate Type: Elementary

Does the staff member teach in a self-contained classroom?

☐ Yes ☐ No

If **no**, does the staff member have a least 12 semester hours in each field being taught? (RA 21c3)

☐ Yes ☐ No ☐ NA

Teaching Assignment: Middle Level & Certificate Type: Middle Level or K-12

Is the staff member certified (endorsed) for each field being taught? (RA 21c1)

☐ Yes ☐ No

Teaching Assignment: Middle Level & Certificate Type: Secondary

Does the staff member have at least 16 semester hours in each field being taught? (RA 21c2)

☐ Yes ☐ No

TEACHING ASSIGNMENT: HIGH SCHOOL AND/OR POSTSECONDARY

(check all that apply)

☐ Agriculture (RA 21d1)

- Does the staff member have at least 24 semester hours in this field?
- Does the staff member have at least one three semester hour course in each subject being taught in this field?

☐ Yes ☐ No

☐ Yes ☐ No

☐ Art (RA 21d1)

- Does the staff member have at least 24 semester hours in this field?
- Does the staff member have at least one three semester hour course in each subject being taught in this field?

☐ Yes ☐ No

☐ Yes ☐ No

<input type="checkbox"/> Business (RA 21d1)		
• Does the staff member have at least 24 semester hours in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the staff member have at least one three semester hour course in each subject being taught in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
 <input type="checkbox"/> English/Language Arts (RA 21d1) (includes Composition, Drama, Grammar, Literature, Reading, Speech)		
• Does the staff member have at least 24 semester hours in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the staff member have at least one three semester hour course in each subject being taught in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
 <input type="checkbox"/> Family and Consumer Science (RA 21d1) (includes Home Economics)		
• Does the staff member have at least 24 semester hours in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the staff member have at least one three semester hour course in each subject being taught in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
 <input type="checkbox"/> Foreign Languages (RA 21d1)		
• Does the staff member have at least 24 semester hours in each language taught?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
 <input type="checkbox"/> Industrial Technology (RA 21d1)		
• Does the staff member have at least 24 semester hours in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the staff member have at least one three semester hour course in each subject being taught in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
 <input type="checkbox"/> Mathematics (RA 21d1)		
• Does the staff member have at least 24 semester hours in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the staff member have at least one three semester hour course in each subject being taught in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
 <input type="checkbox"/> Music (RA 21d1)		
• Does the staff member have at least 24 semester hours in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the staff member have at least one three semester hour course in each subject being taught in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
 <input type="checkbox"/> Physical Education and Health (RA 21d1)		
• Does the staff member have at least 24 semester hours in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the staff member have at least one three semester hour course in each subject being taught in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
 <input type="checkbox"/> Science (RA 21d1)		
• Does the staff member have at least 24 semester hours in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the staff member have at least one three semester hour course in each subject being taught in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
 <input type="checkbox"/> Social Studies (RA 21d1)		
• Does the staff member have at least 24 semester hours in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the staff member have at least one three semester hour course in each subject being taught in this field?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

- ☐ Special Education (RA 21d2)
- Does the staff member have appropriate state certification for this assignment? ☐ Yes ☐ No
- ☐ Vocational Education (RA 21d1)
- Does the staff member meet state requirements for this assignment? ☐ Yes ☐ No
- ☐ Other 1 (RA 21d3) _____
- Does the staff member hold state certification in this field or have at least nine semester hours in this subject? ☐ Yes ☐ No
- ☐ Other 2 (RA 21d3) _____
- Does the staff member hold state certification in this field or have at least nine semester hours in this subject? ☐ Yes ☐ No
- ☐ Other 3 (RA 21d3) _____
- Does the staff member hold state certification in this field or have at least nine semester hours in this subject? ☐ Yes ☐ No
-

ASSIGNMENT: NON TEACHING

(check all that apply)

- ☐ Principal (RA 21g)
- Does the principal have a minimum of two years of teaching experience? ☐ Yes ☐ No
 - Does the principal meet state certifications requirements for principal? ☐ Yes ☐ No ☐ NA
 - If **NO** or **NA**, does he/she have a master's degree with at least 20 semester hours of graduate work in administration, curriculum, supervision and related subjects? ☐ Yes ☐ No ☐ NA
- ☐ Assistant Principal (RA 21h)
- Does the assistant principal meet state certification requirements for assistant principal? ☐ Yes ☐ No ☐ NA
 - If **NO** or **NA**, does he/she have at least 20 semester hours of graduate work in professional education with a major emphasis on administration, supervision and related subjects? ☐ Yes ☐ No ☐ NA
- ☐ Counseling/Pupil Personnel/Guidance/Social Worker (RA 21i)
- Does the staff member meet state certification requirements as a student counselor, psychologist, guidance counselor, social worker, or other appropriate field in which the staff member is currently assigned? ☐ Yes ☐ No ☐ NA
 - If **NO** or **NA**, does he/she have a minimum of 18 semester hours in his/her assigned field? ☐ Yes ☐ No ☐ NA
- ☐ Library-Media (RA 21i)
- Does the staff member meet state certification requirements for the position? ☐ Yes ☐ No ☐ NA
 - If **NO** or **NA**, does the staff member have a minimum of 18 semester hours in the field? ☐ Yes ☐ No ☐ NA

☐ Other Building Administrative Staff (RA 21i)

- Does the staff member meet state certification requirements for the position? ☐ Yes ☐ No ☐ NA

☐ Superintendent (RA 21f)

- Does the superintendent have a minimum of two years of teaching experience? ☐ Yes ☐ No
- Does the superintendent meet state certification requirements for the position? ☐ Yes ☐ No ☐ NA
- If **NO** or **NA**, does he/she have at least a master's degree and 60 semester hours of graduate credits of which 30 semester hours are in administration, supervision, curriculum and related subjects? ☐ Yes ☐ No ☐ NA

Does the staff member meet state certification requirements of the state or the equivalent for the assigned areas? (RA 21a) ☐ Yes ☐ No ☐ NA

I hereby certify that the information reported above was based on an examination of the educator's transcripts or certificate. ☐ Yes
