

NAUMS & Cognia Standards

NAUMS		Cognia Standards	
Academic			
A. 1 Standard	A.1. The institution's vision/mission is compatible with the guiding purposes of the University-Model®: (1) To preserve and strengthen the God-ordained family relationship, and (2) To offer students the opportunity to achieve a high degree of academic excellence.	1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.
Evidence A.1	Copy of vision/mission statement.		
A. 2 Standard	Sixteen- to eighteen-week semesters are required in the University-Model®, with elementary/grammar school students attending two or three days in the central classroom and the remainder of the five-day week in the satellite (remote) classroom. Middle school/Logic students must attend three days in the central classroom (physical plant) and two days in the satellite (remote) classroom. Large schools are encouraged to implement a college simulated schedule at the Upper School/Rhetoric Level. Most secondary courses are scheduled three hours a week on M/W/F* or 90 minutes on T/Th*. In this unique scheduling pattern, parents have the “gift of time” in the satellite (remote) classroom, but remain under the supervision of the professional educator all five days of the week. With these strict guidelines in place, the University-Model® is considered a 5-day model of education, because the University-Model® professional educator is responsible for the same number of contact hours per student as the professional educator in any five-day physical plant model. Furthermore, the professional educator in the central classroom is solely responsible for the direct teaching of the instructional standards, while parents in the satellite/remote classroom reinforce, enrich, and extend that instruction by following assignment sheets prepared by the professional educator. Parents also supervise independent practice (homework) and project work, as assigned by professional educators. *Flexibility is permitted regarding the specific days (Monday through Friday) of the week.	Unique to NAUMS/UMSI; confirms the University-Model® is in compliance with compulsory attendance laws.	
Evidence A.2	Calendar that reflects 16-18 week semesters; schedule that reflects the time specified in the central/satellite classrooms according to A.2; lesson plans and assignment sheets that reflect all direct teaching in the central classroom by the professional educator and independent practice, extension, enrichment, reinforcement, intervention, and projects-based assignments in the satellite (remote) classroom as assigned to the parent-educator by the professional educator.		
A. 3 Standard	All core academic classes are offered as single subject and single grade level classes in order to meet the academic needs of all students and to utilize all available instructional time. Exceptions: a) Low enrollment, b) School has adopted a community-based model, similar to the one-room schoolhouse of the past.	Unique to NAUMS/UMSI	
Evidence A.3	School schedule that reflects single subject and single grade level classes. Developing/new schools with low initial enrollment may request a temporary waiver by citing the rationale for an exception to A.3, with a plan and timeline in place for compliance. If the school has adopted a community-based model, a board-adopted policy should be included.		
A. 4 Standard	Course prerequisites are established and provided in the school catalogue (primarily at the secondary level).	Unique to NAUMS/UMSI	

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Evidence A.4	School catalogue that reflects prerequisites for all applicable subjects and grade levels.		
A. 5 Standard	Although semester-by-semester registration was an integral part of the original University-Model®, schools now have the option of registering by semester or on an annual basis. Due to the rigor and time constraints of the University-Model® central classroom, it is highly recommended that schools limit registration to a grace period following the beginning of each semester and avoid registering new students after the grace period. Exceptions are permitted, based on certain conditions.	Unique to NAUMS/UMSI	
Evidence A.5	Registration/admission policy. Cite rationale for registering on an annual basis and/or registering after the semester grace period. Include the percentage of students registered after the grace period per semester.		
A. 6 Standard	Based on enrollment, course registration is flexible, allowing elementary/grammar students to advance by individual course, rather than by grade level, and secondary/logic/rhetoric students to advance by one or two courses, rather than by grade level. Students may advance up or down in certain courses, based on above or below grade level performance.	Unique to NAUMS/UMSI	
Evidence A.6	Policy that states how students progress by course, rather than grade level. If certain school conditions (such as low enrollment) do not permit progressing by course, the school should cite reasons why the A.6 standard is not followed. While this standard has merit, it is not mandatory for all University-Model® schools.		
A. 7 Standard	Well-developed and clearly articulated curriculum documents ensure continuity of instruction between courses/grades and between the central institution and satellite (remote) program. Annual student	2.5	Educators implement a curriculum that is based on high expectations and prepares learners for the next levels.
Evidence A.7	Sets/samples of curriculum documents per academic subject/course, including objectives/standards, curriculum maps, lesson plans, assignment sheets, and the school's K-12 scope and sequence for all courses and grade; the institution's plan to develop, align and evaluate curriculum on an annual basis. Annual assessment test results/reports that document continuous student performance; an improvement plan that demonstrates how assessment results are used to improve grade level/course deficiencies, as well as individual student deficiencies through intervention strategies, curriculum, and/or programmatic changes. Evidence that summer intervention strategies are employed.	3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff and the institution.

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A. 8 Standard	<p>The institution utilizes instructional designs that effectively integrate the educational responsibilities of professional educators with the supporting roles of parents. Each grade level course has a defined and appropriate off-campus "satellite" (remote) role for parents that gradually decreases the one-on-one instruction/tutoring/monitoring of students, while increasing the students' instructional responsibilities and independence. As students become more independent, the parent becomes a 'guide' to independent study. School officials must utilize the official list of 'parent roles,' designed for use in the University-Model® remote classroom. Parents are considered para-teachers (previously co-teachers) for young children, but as the children grow older and become more independent, the role of the parent changes to a supervisory role (middle/logic level) and a mentoring role at the upper school/rhetoric level.</p>	Unique to NAUMS/UMSI	
Evidence A.8	<p>Excerpts from the school catalogue, parent/student handbooks, and similar documents that explain/describe University-Model® parent roles in the satellite (remote) classroom. Evidence that documents how parents function as effective partners in the instructional program under the supervision of professional educators.</p>		
A. 9 Standard	<p>The institution employs effective methods of teacher-parent communication via assignment sheets, emails, letters, teacher-parent conferences, parent information meetings, and similar activities.</p>	Unique to NAUMS/UMSI	
Evidence A.9	<p>Policies that describe communication strategies used with parents. Copies of surveys and testimonies that document parents' satisfaction with school communication efforts.</p>		
A.10 Standard	<p>Professional educators organize instruction that includes parents as off-campus partners (satellite/remote); they serve as positive character role models, demonstrate course mastery, communicate effectively, are passionate about students and teaching, stay current on effective teaching strategies/pedagogy, including technology, and motivate/inspire students to learn. Institution officials annually survey all stakeholders to determine if they collectively support the institution's purpose and desired outcomes for learners.</p>	1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.
Evidence A.10	<p>Examples of teacher lesson plans/assignment sheets, observation records of evaluators/appraisers, including walk-through and formal classroom observation forms; anecdotal statements from interview files, teacher evaluation reports, and notes from one-on-one formative and summative conferences between the administrator and professional educator. Professional development records of teachers, teacher participation in chapel, and other student life activities. Parent-student testimonies. Results of the eleot® when used in the classroom.</p>		
A. 11 Standard	<p>Institution officials utilize educational materials that are academically strong and parent-student friendly, while following a closely monitored curriculum development and alignment program based on best educational practices for all grade levels and subjects.</p>		The institution implements a process to ensure the curriculum is aligned to standards and best practices.

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Evidence A.11	Evidence included for this standard should be closely linked to Standard A. 7. A description of the school's curriculum development and alignment process, including the role of the curriculum committee and the selection of textbooks and other curriculum materials, should be included. Provide evidence that clearly demonstrates that the institution is not "textbook driven." Explain how other resources are selected for the effective delivery of instruction. List of all curriculum materials, by company, that are used for each grade and subject.	2.6	
A. 12 Standard	Quality instructional standards, including a strong student work ethic, are evident in the institution's academic program. These standards clearly demonstrate the rigor expected of a University-Model® school and must transfer into the high level of work expected in the satellite (remote) classroom.	2.5	Educators implement a curriculum that is based on high expectations and prepares learners for the next levels.
Evidence A.12	Policies that specify expectations for a strong student "work ethic" and high performance. Policies/procedures that explain the following: 1) how data is collected, analyzed, and used to evaluate student readiness for the next academic level, 2) how continuous student performance is determined, 3) how learner expectations are met, and 4) the criteria that is used for curriculum revisions or programmatic changes, and 5) how the performance of the parent-educator in the satellite (remote) classroom evaluated and improved when needed.		
A. 13 Standard	For effective teaching in a University-Model® central classroom, the institution employs the following pupil-teacher ratios: Elementary/Grammar school 18:1 (16:1 recommended); Middle School/Logic 20:1 (18:1 recommended); and Upper School/Rhetoric 24:1, if necessary to accommodate graduation requirements (20:1 recommended).	Unique to NAUMS/UMSI	
Evidence A.13	Institution policy that clearly defines pupil-teacher ratios that are compatible with Standard A.13.		
A.14 Standard	The institution's academic standards meet or exceed those of state government (public school standards.)	2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.
Evidence A.14	Institution policies, curriculum maps, scope & sequence, along with meeting agendas, document that state academic standards are discussed and utilized as part of the ongoing curriculum development and alignment program. Institution officials have the autonomy to determine whether these standards (or a portion thereof) are incorporated into the instructional standards (objectives) of the overall academic program.		
A. 15 Standard	Professional educators and administrators in a University-Model® institution are highly qualified as evidenced from state or agency certification, degrees in the subjects taught or supervised, and/or strong portfolios of experience and training.	3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.
Evidence A.15	Personnel records that reflect qualifications of professional educators. A professional personnel chart (spreadsheet, etc.) that delineates positions held, certificates, degrees, experience, training, and all other qualifications of professional employees, including tenure in the current school. The professional personnel chart of qualifications is divided into three columns: Certifications, degrees, portfolio of all other qualifications.		

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A. 16 Standard	The school recruits, employs, equips, and mentors qualified professional educators and staff capable of fulfilling the roles and responsibilities required of them.	3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.
Evidence A.16	School personnel recruitment and employment policies. Policies indicate how personnel are recruited, interviewed, trained, supported, mentored, retained, and evaluated/appraised (informally and formally).		
A. 17 Standard	Comprehensive academic policies govern the academic program.	Unique to NAUMS/UMSI	
Evidence A.17	The preferred document to verify Standard A.17 is a board manual that contains administrative (operations) and board (governance oversight) policies. Once administrative policies are approved by the board, they are incorporated into parent, staff, and student handbooks. Excerpts from these handbooks serve as evidence for Standard A.17. For more information on the types of policies that should be included, see UMSI sample board/administrative policies located in the NAUMS repository on the umsi.org website. Policies should be customized by individual schools.		
A. 18 Standard	The institution maintains a continuous program of instructional improvement, including a professional development program based on the needs of students, professional educators and parents. A needs assessment, improvement plan, and Five-Year Strategic Plan,	3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.
Evidence A.18	School calendar that reflects professional development (PD) days, as well as a copy of the staff development plan, including an emphasis on the training required as per personnel evaluation/observation records, "best educational practices," effective schools research, and school improvement or Strategic Plan goals/ objectives. A copy of the school's budget should be included, delineating the allocation of resources, both time and finances, that support the PD plan. Strategies for the annual evaluation/revision of the plan should be included. The recommendation for time devoted to professional development is six semester hours or the equivalent of 120 clock hours of participation in workshops, seminars, webinars, conferences, as well as service on certification and accreditation school teams. It is recommended that schools follow the PD guidelines provided by Cognia or other accreditation agencies. A review of state professional development requirements is recommended.	3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.
A. 19 Standard	The institution provides and promotes a culture of creativity, technological innovation, and collaborative problem solving which promotes critical thinking in all subjects and at all levels.	2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.
Evidence A.19	Evidence for providing and promoting a culture designated in Standard A. 19 should include detailed lesson plan samples, class syllabus or curriculum map, which include these criteria, data report from eleot & other class observation tools used to measure the development of creativity, innovation, and problem-solving of learners. (The goal in data collection and analysis is for you to ensure that you are reaching the goals and standards you have set for you school and students.)		
A. 20 Standard	The institution provides and promotes opportunities for all learners to develop a life-long love for learning through independent learning/study skills, collaboration, research, and presentation, utilizing all four modalities to the mind (speaking/oral delivery, writing/tactual-kinesthetic, hearing/auditory, and seeing/visual).		The learning culture develops learners' attitudes, beliefs and skills needed for success.

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Evidence A.20	Copies of detailed lesson plan samples, class syllabi or curriculum maps that include these criteria, data from eleot and other class observation tools, surveys, etc., that reflect opportunities and outcomes as described in Standard A.20 (Data results can be gathered from observation tools, assessments, surveys, forums, etc., that demonstrate the institution is meeting this standard).	2.3	
A. 21 Standard	The institution maintains continual monitoring of the instructional program to meet learners' needs and the institution's learning expectations.	2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.
Evidence A.21	Copy of the institution's policy on learning expectations, copy of the longitudinal data used to determine the school's benchmark and metrics that are used to facilitate decision-making and improve performance and accountability through the collection, analysis, and reporting of relevant performance-related data.		
A. 22 Standard	The institution utilizes specific strategies that help identify the specialized needs of learners and addresses these needs through the formal curriculum develoment/alignment program (A.7), as well as individualized prescription and student growth plans.	2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.
Evidence A.22	Copy of the school's policy on identifying and meeting the specialized needs of learners, the use of student growth plans, and any data demonstrating the effective practice of these policies and plans.		
A. 23 Standard	Professional educators regularly assess and communicate student progress to learners and parents, while providing essential reports to the insitution's adminisrators and governing board. Administrators work in concert with professional educators to present overall student progress reports to the governing board on a regular basis.	2.10	Learning progress is reliably assessed and consistently and clearly communicated.
Evidence A.23	Copies of the school's handbook policies and procedures, class syllabi, parent-teacher conference records, parent emails, and related communications that verify the consistent assessment of student progress that is communicated to students, parents, administrators, and the governing board.		
A. 24 Standard	Professional educators and administrators use formative and summative data to analyze and measure growth in student learning.	2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
Evidence A.24	Copies of the school's handbook policies and procedures, class syllabi, student progress reports, and other assessment tests and records that are used in the collection and analysis of student formative and summative learning results. Copies of student assessment data, as well as the analysis of the results, and how these results are used to adjust plans to improve student performance.		
A. 25 Standard	Institution policy requires regular, intentional review of programs and curriculum to guide the continued growth in student learning.	2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.
Evidence A.25	Copy of the school's policy on program and curriculum review, education strategic plan, teacher observation reports, and similar information that explains the school's review process and any results of the evaluations that demonstrate ongoing implementation of policies and plans.		
A. 26 Standard	The institution utilizes digital resources in the areas of operations, teaching, and learning to enhance effective communication, teaching methodology, and continuous performance in learners.		The institution integrates digital resources in teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

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Evidence A.26	Copy of the school's policy for the use of digital resources and technology in operations, communications, teaching, and learning as it applies to the school's mission and philosophy on technology use with students and organizational effectiveness.	3.5	
Spiritual Formation/Family Ministry			
SF.1 Standard	The governing board of the institution employs agreed-upon statements of the school's faith foundations and core values in all admissions and employment processes (e.g., position statement of basic Christian doctrine, summary of core values, etc.). Parents and employees are required to indicate explicit agreement with and personal commitment to the institution's statements of faith and core values. The institution's foundational beliefs and core values support the school's vision and mission statements (A.1). The governing body has the autonomy to require one or both parents to sign the statements of faith and core values.	1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.
Evidence SF.1	Copy of character development plan, parent education opportunities/requirements, and family ministry materials. Copy of the core values and vision of the school.		
SF. 2 Standard	The institution's admission policies confirm parents as accepting (1) primary responsibility for the spiritual formation/discipleship of their children and the supervision of their children in the satellite (remote) classroom, as well as accepting (2) partnership responsibility with professional educators in the educational development and behavioral guidance of their children in the central classroom.	Unique to NAUMS/UMSI	
Evidence SF.2	Copy of the school's admission policies that specify parental responsibilities in the satellite (remote) and central classrooms.		
SF.3 Standard	The institution employs spiritual formation, parent education, and family ministry materials designed to encourage and equip parents, reinforce the agreed-upon beliefs/core values, and live out the discipleship vision of the school.	1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.
Evidence SF.3	Copy of the board-approved policy that specifies the type of family ministry materials that will be used by the school to reinforce the agreed-upon beliefs/core values, as well as the discipleship vision of the school.		
SF. 4 Standard	The institution utilizes its spiritual formation, parent education, and family ministry materials in a structured and organized manner, which includes mandatory training, mentoring of parents, and other requirements as needed.	Unique to NAUMS/UMSI	
Evidence SF.4	Written description of the school's parent education program, including scheduled parent education training, list of assigned mentors, and additional requirements (e.g. webinars, books, seminars, etc.).		
SF.5 Standard	The institution utilizes written policies of student behavior (e.g., Student Code of Conduct, Dress/Uniform Code, etc.). Professional development training for staff and parents is mandatory to ensure the successful implementaion of this system.	1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.
Evidence SF.5	Copies of school policies, including the Student Code of Conduct/dress or uniform codes; copies of disciplinary reports, list of scheduled training for staff and parents, to include a description of the mentoring program.		

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SF.6 Standard	Board and administrative policies must address all requirements/standards of the institution's spiritual formation and family ministry program.	1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.
Evidence SF.6	Copies of specific board and administrative policies that address Standard SF.6.. Note: Board and administrative policies must precede and provide the basis for faculty, parent, and student handbooks.		
SF.7 Standard	The institution provides organization, opportunities and practices to grow servant-leadership skills among all students and stakeholders.	1.9	The institution provides experiences that cultivate and improve leadership and effectiveness.
Evidence SF.7	Copies of policies, procedures, and requirements for growing servant-leadership skills among all students and other stakeholders.		
SF.8 Standard	The institution casts motivational vision for parents as the primary (first and most influential) discipleship-makers in the home by systematically teaching functional definitions of discipleship, based on the words of Jesus, including but not limited to (1) surrendered heart attitudes (John 15:4-5), (2) personal spiritual disciplines (John 8: 31-32), John 15-7, John 13:34-35, John 15:8, Acts 1:8, etc.), and (3) unselfish Christ-like behaviors (Mark 10:42-45, etc.).		
Evidence SF.8	Copy of the specific portion of the Parent Education Program that specifies how the insitituion casts motivational vision for parents as discipleship makers in the home.		
SF.9 Standard	The institution conducts at least one practicum for equipping parents every semester that will encourage and help parents visualize home-based discipleship habits for themselves and their children in the areas of family worship, Bible reflection/study, personal and family prayer, meaningful fellowship with other believers, witness/missions in the community/world, and unselfish service within and without the home.		
Evidence SF.9	A copy of the policy that requires a minimum of one practicum per semester for equipping parents as stated in SF.9. A copy of the plan/procedure for the execution of semester practicums, including the evaluation of these practicums.		
Student Ministries Program			
S. 1 Standard	The institution's Student Ministries Program, consisting of discipleship, athletics, and all extracurricular activities, is distinctly Christian in its philosophy, purpose, and overall goals. Coaches, sponsors, instructors, teachers, staff, parents, and all other stakeholders are expected to be committed followers of Christ Jesus and actively involved in a Bible-teaching church.,	Unique to NAUMS/UMSI	
Evidence S.1	Copies of board and administrative policies that verify a distinctly Christian philosophy and purpose with regard to the school's Student Ministries Program, including sports and other extracurricular activities.		
S. 2 Standard	The institution has implemented an integrated student ministries instructional model that properly blends the role(s) of the instructor, coach, and/or sponsor with that of the parent in age-appropriate ways and in ways that are compatible with student interests and abilities (when appropriate, assignment sheets are issued to parents).	2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

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Evidence S.2	Copies of policies and procedures that verify a meaningful partnership between parents and professional educators/coaches/sponsors working in unity for the benefit of student success.	
S. 3 Standard	Student participation in all University-Model® extracurricular activities is contingent upon satisfactory academic performance, based on passing grades in all subjects. Acceptable behavioral standards are required of all students engaged in Student Life Ministry activities.	Unique to NAUMS/UMSI (or in cooperation with school's chosen conference policies)
Evidence S.3	Copy of Eligibility Policy for participation in extracurricular activities.	
S. 4 Standard	In the Student Ministries Program, coaches, sponsors, instructors, parents, and all other stakeholders emphasize the development of Christian character and a strong work ethic.	Unique to NAUMS/UMSI
Evidence S.4	Copy of policy that requires the development of Christian character and strong work ethic among all students participating in extracurricular activities.	
S. 5 Standard	Board and administrative policies that govern the Student Ministries Program form the basis of all procedures outlined in Parent, Student, and Staff Handbooks. Student ministries must be congruent with and support the mission of the school.	Unique to NAUMS/UMSI
Evidence S.5	Copies of board and administrative policies that verify a distinctly Christian philosophy and purpose with regard to the school's Student Ministries Program, including sports and other extracurricular activities.	
S. 6 Standard	Board and administrative policies must be in place to protect students from harm from any individual and to ensure their safety and security when participating in the Student Ministries Program, both on and off campus.	
Evidence S.6	Copies of board and administrative policies that support standard S.6, including the provision for training and equipping school personnel in protecting the lives and well-being of students.	
S. 7 Standard	Board and administrative policies that govern the Student Ministries Program must precede the procedures outlined in Parent, Student, and Staff Handbooks.	
Evidence S.7	Copy of board manual that contains all policies that govern the Student Ministries Program. Copies of Parent, Student, and Staff Handbooks that contain all Student Ministries Program procedures that are based on board policies.	
Governance		
G. 1 Standard	The institution's governing board establishes the Statement of Faith (core values), Philosophy, Vision and Mission Statements, and communicates these statements to all stakeholders, evaluates statements annually, and surveys stakeholders every three to five years to determine the effectiveness of these statements.	Unique to NAUMS/UMSI
Evidence G.1	Copies of Statement of Faith, Philosophy Statement, Vision/Mission Statements, along with evidence of stakeholder training on these belief statements. Annual evaluation of how well these statements are followed, including stakeholder input via annual surveys. Evidence that the governing board and administration reviews statements on an annual basis, revising as needed.	

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G. 2 Standard	The governing board ensures the institution's compliance with the State Regulations of Private Schools for the state in which the institution is located (<i>Document: State Regulation of Private Schools, U.S. Department of Education, Office of Innovation and Improvement, Office of Non-Public Education</i>). Furthermore, the institution's governing board develops and distributes a clear non-discrimination statement to the public as required by law, and verifies that state required safety and emergency procedures, requirements, and drills are performed as mandated by the state in which the institution is located (crisis management document). For more information, see the NAUMS, Inc. repository located in umsi.org.	Unique to NAUMS/UMSI
Evidence G.2	Copies of policies regarding non-discrimination and evidence of its distribution; copies of safety and emergency procedures and evidence of their distribution along with proof of compliance.	
G. 3 Standard	The school board maintains financial oversight of the school through an independent audit every three years, provision of financial resources for school operation, policies for financial record keeping, and creation of the annual budget.	Unique to NAUMS/UMSI
Evidence G.3	Copies of the independent audit, financial portion of the school's strategic plan, current budget, and board policies for fiduciary duty of the board.	
G. 4 Standard	The institution's governing board develops long-range plans for the school through a five year strategic plan, which is re-evaluated and updated annually. Based on certification and accreditation onsite visits, the governing board works with the administrative team to create a School Improvement Plan that is reviewed and updated annually. Stakeholder input for both the Strategic Plan and School Improvement plan is gleaned through annual surveys.	1.10 Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.
Evidence G.4	Copies of the school's strategic plan and school improvement plan, annual evaluation of these plans, proof of stakeholder input regarding plans through surveys, forums, etc.	
G. 5 Standard	The governing board establishes and maintains conflict resolution policies that focus on a clear method/procedure of bringing concerns to the board, seeking resolution according to Matthew 18.	Unique to NAUMS/UMSI
Evidence G.5	Copy of the school's Conflict Resolution Policy, instructions for initiating conflict resolution, documented evidence that the policy is followed, including required training of all stakeholders..	
G. 6 Standard	The institution's governing board has a clear delineation of duties, including how to avoid conflict of interest, and has a clear understanding of the differing roles and responsibilities of the board, as compared to the school administrator, which preserves the executive, administrative, and leadership prerogatives of the administrative head of school.	Unique to NAUMS/UMSI
Evidence G.6	Copies of policies from the board manual that address conflict of interest, board member roles and responsibilities, administrator roles and responsibilities, and how both roles are protected and preserved. Evidence that a system is in place (as per policy) that will resolve conflict of interest between the board and administrator, and/or with other stakeholders.	

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G. 7 Standard	The governing board of the institution establishes a clear job description for the Head of School, which forms the basis of the annual evaluation and contract for the head of school. These documents are reviewed and updated on an annual basis.	Unique to NAUMS/UMSI
Evidence G.7	Copy of the head of school evaluation policy as approved by the governing board of the school, copy of the administrator job description, copy of the evaluation form and evidence that head of school evaluations occur according to policy on a regular basis (formative/summative) - fall and spring semesters.	
G. 8 Standard	The governing board has a clear policy in place for the selection and vetting of new board members, as well as the annual evaluation of all board members. It is recommended that new board members serve in a non-voting (advisory) capacity for the first six months of their tenure. By-laws should clearly specify how board members are selected, evaluated, and when necessary, removed (under adverse circumstances).	Unique to NAUMS/UMSI
Evidence G.8	Copy of board policies on selecting, vetting, training and evaluating board members.	
G. 9 Standard	The institution's governing board has a policy in place that requires training* of all board members every three years and new board members within six months of joining the board. All board members must demonstrate evidence of faith in Jesus Christ and maintain an active, growing spiritual life. Furthermore, board members must understand the vision of the University-Model® school, as well as the role a board member plays in meeting certification/accreditation standards. Other requirements include the reading of "Serving on a Christian School Board" by Lowery and "Character Driven College Preparation" by John Turner. *Two types of training provided by NAUMS, Inc. include Visionary Board training and Effective Board Governance training. These sessions are offered as spring/fall webinars or live/virtual national events. For more information, contact your regional representative.	Unique to NAUMS/UMSI
Evidence G.9	Copy of the board policies on board training for new board members and data showing compliance to the policies.	
G. 10 Standard	Each school board member meets the UMSI Board Certification Requirements, which are - completing a NAUMS, Inc. Effective Governance Training every three years while serving, attending a "Visionary Board Training" session at the UMSI Summit, submission, to the school board, a one page summary of "Character Driven College Preparation, 2nd Edition, by John Turner, and have read and submitted a one page summary on one of these books: "Serving on a Christian School Board" by Lowery and Lowery, "Journey to Excellence" by Ron Kline, Mission Directed: "Governing your Christian School with Purpose" by Leonard Stub.	Unique to NAUMS/UMSI
Evidence G.10	Copy of the board policies on NAUMS/UMSI Board Certification requirements, board training, along with data that demonstrates compliance to the policies by each board member.	

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P. 1 Standard	The governance of the institution (board and administration) work cooperatively to promote, strengthen, and support exemplary student performance, quality education, and financial sustainability.	3.8	The institution allocates human, material and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organization effectiveness.
Evidence P.1	Copies of board and administrative policies and procedures that demonstrate clearly and effectively how the board and Head of School work in unity to achieve a high level of student performance and long-term sustainability of the institution.		
P. 2 Standard	The institution provides all stakeholders the opportunity to make meaningful contributions to the decision-making process through annual surveys and stakeholder meetings.	1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.
Evidence P.2	Copies of board and administrative policies and procedures that provide a means for all stakeholders to make meaningful contributions to the institution through surveys, service committees, structured forums, and meetings.		
P. 3 Standard	The institution maintains a personnel appraisal (evaluation) system that ensures professional growth of all personnel, as well as the integrity of the institution.	1.6	Leaders implement staff supervision and evaluation process to improve professional practice and organizational effectiveness.
Evidence P.3	Copies of board and administrative policies that require structured evaluation of all employees. Policies must demonstrate that an adequate assessment of each employee is performed and that appropriate growth plans are implemented as needed. Appraisal of professional educators requires a structured plan/schedule for walk-through, formal classroom observations, and formative and summative conferences.		
P. 4 Standard	The governing board approves an annual fiscal year budget that supports all operations of the school via a two-fold process: 1) Input from the Head of School, 2) Acknowledgement by board members of their fiduciary responsibilities to the institution.	3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.
Evidence P.4	Copy of a board policy that requires the annual approval of a balanced budget (one that supports the beliefs/mission of the school, student and school effectiveness, financial stability, and long-term sustainability). Policy delineates the fiduciary responsibilities of board members.		
P. 5 Standard	The institution provides general student counseling and guidance, as well as college advising, beginning at the middle school/logic level. Although the University-Model® is predominantly a college preparatory educational model, students are not required to attend college.	2.8	The institution provides programs and services for learners' educational futures and career planning.
Evidence P.5	A copy of the board policy that requires general counseling of students (as required), as well as college advising (beginning second semester of eighth grade/logic level) Note: General counseling may be provided via an off-site counselor or pastor since small enrollment schools may not have the funding for an on-site counselor. College advisors should be included in the school's five-year strategic plan. Plans to add guidance counselors to the institution's professional staff should also be included in the school's Five-Year Strategic Plan.		
P. 6 Standard	The institution complies with all applicable local, state, and federal standards, rules, and regulations as related to the use of property and facilities.	Unique to NAUMS/UMSI	

NAUMS & Cognia Standards

NAUMS		Cognia Standards
Evidence P.6	Copies of the Certificate of Occupancy and other applicable documents, including fire marshall reports. If school officials lease the space from another entity, a statement or copy of the Certificate of Occupancy from the lessor will suffice for the property use documentation for this standard.	
P. 7 Standard	Implements and follows policies and procedures as related to required attendance, admissions, health, and the safety, security/protection of all students.	Unique to NAUMS/UMSI
Evidence P.7	Copies of board and administrative policies as related to Standard 7 (attendance, admissions, health, safety, security, protection of students). Partial evidence will also be provided via the school's Crisis Management Plan.	
P. 8 Standard	The institution implements and maintains a board-approved security and crisis management plan that includes training for all stakeholders.	Unique to NAUMS/UMSI
Evidence P.8	A copy of the institution's crisis management plan, including a description of employee and parent training that ensures the protection/safety of students and other stakeholders. Records of fire drills and other emergency drills must be provided.	
P. 9 Standard	The Head of School is familiar with the Cognia (and/or agency of choice) accreditation standards and reviews/discusses them with the board and staff on a regular basis. Note: Beginning in 2022, The NAUMS Certification Team will discuss accreditation, as well as certification standards, during five-year visits, even if the school is accredited by an agency other than Cognia. Both University-Model® certification standards and accreditation standards work in concert to create institutional excellence.	Unique to NAUMS/UMSI
Evidence P.9	Copy of the accreditation standards and meeting agendas that document that accreditation standards are discussed in stakeholder meetings, as well as during NAUMS certification/accreditation visits.	
P.10 Standard	The institution maintains sufficient insurance protection for board, staff, students, and property.	Unique to NAUMS/UMSI
Evidence P.10	Verification of insurance provision.	
Pre-Kindergarten		
P-K 1 Standard	The institution has the autonomy to offer a two-day pre-kindergarten program, allowing both half-day and full-day options. An acclimation period of one to two hours per day is provided to help students transition to a formal school setting. School officials, in collaboration with parents, determine when the students are ready to complete this transition, and move into the full pre-kindergarten program. The pre-kindergarten program is included in the NAUMS, Inc. Cognia Corporation Accreditation System.	Unique to NAUMS/UMSI
Evidence P-K.1	Copy of the institution's board approved pre-kindergarten policy that documents standard P-K.1.	
P-K 2 Standard	The institution employs the following student-teacher ratio in its pre-kindergarten program: 8:1.	Unique to NAUMS/UMSI
Evidence P-K.2	Excerpt from the institution's pre-kindergarten policy that verifies the student-teacher ratio required by standard P-K.1.	

NAUMS & Cognia Standards

NAUMS		Cognia Standards
P-K 3 Standard	The institution provides training for parents that effectively transitions them into the role of parent-educator.	Unique to NAUMS/UMSI
Evidence P-K.3	Copies of the institution's Professional Development Plan that outlines pre-kindergarten parent training policies, including schedules, agendas, and expected outcomes of training with demonstrated evaluation.	
P-K 4 Standard	The institution has processes and procedures in place that aid in the transition of children from room to room, if required.	Unique to NAUMS/UMSI
Evidence P-K.4	Copies of policies and procedures on student transitions from room to room during the course of the academic day.	
P-K 5 Standard	Professional educators provide activities that involve the use of the senses to enable students to grow in their awareness and understanding of the social and physical environment.	Unique to NAUMS/UMSI
Evidence P-K.5	Copies of class syllabi, curriculum maps, detailed lesson plans, satellite/remote assignments, etc. for pre-kindergarten students that emphasize the social and physical environment.	
P-K 6 Standard	Professional educators engage students in a variety of gross and perceptual motor activities with age-appropriate equipment to develop control, balance, strength, and coordination.	Unique to NAUMS/UMSI
Evidence P-K.6	Copies of class syllabi, curriculum maps, detailed lesson plans, satellite/remote assignments, etc. for pre-kindergarten students that focus on gross and perceptual motor skills and activities.	
P-K 7 Standard	Professional educators in the pre-kindergarten program include fine motor skills and activities such as cutting, drawing, and building to develop small muscle use with precision, purpose, and coordination.	Unique to NAUMS/UMSI
Evidence P-K.7	Copies of class syllabi, curriculum maps, detailed lesson plans, satellite/remote assignments, etc. that focus on the development of fine motor skills.	
P-K 8 Standard	Professional educators guide pre-kindergarten students to develop complex cognitive/thinking skills through activities that require decision-making and problem solving through creative and concrete exercises/activities.	Unique to NAUMS/UMSI
Evidence P-K.8	Copies of class syllabi, curriculum maps, detailed lesson plans, satellite/remote assignments, etc. that focus on the development of complex cognitive/thinking skills.	
P-K 9 Standard	Professional educators guide pre-kindergarten students to use their growing communication skills through listening, reading, and writing to learn new concepts, as well as to communicate ideas, experiences, questions, and feelings (cognitive/affective domains).	Unique to NAUMS/UMSI
Evidence P-K.9	Copies of class syllabus, curriculum map, detailed lesson plans, etc. for developing communication skills.	
P-K 10 Standard	Professional educators guide students in their exploration of math concepts through sorting, classifying, identifying shapes and textures, comparing, understanding attributes through art, and counting.	Unique to NAUMS/UMSI
Evidence P-K.10	Copies of class syllabi, curriculum maps, detailed lesson plans, satellite/remote assignments, etc. that focus on student growth through the development of mathematical skills..	

NAUMS & Cognia Standards

NAUMS		Cognia Standards
P-K 11 Standard	Professional educators encourage pre-kindergarten students in science to be curious, make discoveries, and think scientifically as they observe, ask questions, and predict what might happen. With these skills in place, students experiment and explain what they have discovered.	Unique to NAUMS/UMSI
Evidence P-K.11	Copies of class syllabi, curriculum maps, detailed lesson plans, satellite/remote assignments, etc. that show evidence of cultivating curiosity and logic in science.	
P-K 12 Standard	Professional educators provide social studies learning activities to teach students an appreciation of self and others in relationship to family, social systems, places, economics, civic responsibilities, and events.	Unique to NAUMS/UMSI
Evidence P-K.12	Copies of class syllabi, curriculum maps, detailed lesson plans, satellite/remote assignments, etc. that focus on basic social studies skills and concepts that form the foundation of advanced social studies and systems.	
P-K 13 Standard	Professional educators provide activities and exposure to fine arts through art, drama, music, and movement.	Unique to NAUMS/UMSI
Evidence P-K.13	Copies of class syllabi, curriculum maps, detailed lesson plans, satellite/remote assignments, etc. that include activities and exposure to fine arts	
P-K 14 Standard	Through guided instruction by the professional educator, pre-kindergarten students develop an awareness of different forms of technology and media.	Unique to NAUMS/UMSI
Evidence P-K.14	Copies of class syllabi, curriculum maps, detailed lesson plans, satellite/remote assignments, etc. that focus on the teaching of technology and media.	
Classical		
C.1 Standard	The institution promotes itself as a classical Christian school through its mission/vision statements, and statement of faith. These statements are incorporated into all school programs.	Unique to NAUMS/UMSI
Evidence C.1	Copy of the institution's mission and vision statements, statement of faith, and school programs that promotes the school as a classical Christian school.	
C. 2 Standard	The institution embodies the idea that classical Christian education is concerned with the formation of the whole person. The school may define this idea in the language of virtues, habits, and/or Christian discipleship.	Unique to NAUMS/UMSI
Evidence C.2	Copies of the institution's mission and vision statements, statement of faith, and board, parent, and student handbooks, Documents that indicate school programs promote the school as a classical Christian school and verifies the school's 'whole person' philosophy.	
C. 3 Standard	The institution is committed in its academics to the liberal arts of language (The Trivium) through grammar, logic, and rhetoric as separate disciplines, or in an integrated approach across the curriculum and grades.	Unique to NAUMS/UMSI

NAUMS & Cognia Standards

NAUMS		Cognia Standards
Evidence C.3	Copies of the institution's mission and vision statements and board, parent, and student handbooks, curriculum maps, and school-wide scope and sequence. Copies of policies that state and/or clarify the school's commitment to liberal arts as stated in standard C. 3	
C. 4 Standard	The institution is committed in its academics to the liberal arts of number (The Quadrivium) through the study of mathematics and sciences within the context of a Christian worldview.	Unique to NAUMS/UMSI
Evidence C.4	Copies of the institution's mission and vision statements, and board, parent, and student handbooks, curriculum maps, and school-wide scope and sequence. Copies of policies that state and/or clarify the school's commitment to liberal arts as stated in standard C. 4.	
C. 5 Standard	The institution offers Latin and/or Greek, as well as the studies of History and Logic to create their paideia.	Unique to NAUMS/UMSI
Evidence C.5	Copy of the institution's handbooks, curriculum maps, school-wide scope & sequence, syllabi, schedules, and similar documents that identify courses in Latin and/or Greek, History and Logic.	
C. 6 Standard	The institution requires training in classical education for board members, administrators, and professional educators.	Unique to NAUMS/UMSI
Evidence C.6	Copies of the institution's board and staff handbooks, school policies and job descriptions, and other documentation of classical education training for the school board and all levels of staff.	
C. 7 Standard	The institution provides classical school training for the students' parents/guardians in their role as parent-educators.	Unique to NAUMS/UMSI
Evidence C.7	Copies of parent and student handbooks, school policies, and documentation of classical education training for parents and students.	