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Self-Study Guidelines

Suggested Calendar

Visiting Committee Chairs are appointed in the summer before the year of the visits. Visits are generally made between January 15 and March 15. CAIS provides the following suggested calendar to develop your self-study document.

In the Fall of the School Year Prior to the Visit

- Appoint the Self-Study Coordinator (often selected one to three months before the following steps are taken)
- Attend the CAIS Self-Study training
- Access the Self-Study template via the Accreditation Portal at accreditation.caisca.org
- Orient the faculty, staff, and Board to the self-study
- Compile data for the Independent School Dashboard
- Review school progress since the last self-study, especially regarding major recommendations
- Ensure that there is ample time for the school’s Board to review the self-study (a formal motion to approve the self-study is not required)

During the School Year in Which the Visit Occurs

Prior to December 1
- Arrange an initial one-day visit in the fall with the Visiting Committee Chair, Head of School, Self-Study Coordinator, Steering Committee, and other key administrators, as needed.
- Remind the Chair and all school constituents that the discussions about the school and any corresponding reports are confidential, except as authorized by the school.
- View the team members assigned to visit your school on the CAIS Accreditation Portal under the “Team” tab. Please note that the size of teams has increased in recent years, as recommended by the International Council Advancing Independent School Accreditation (ICAISA). Teams vary in size depending on the school’s enrollment, number of campuses, types of programs, accreditations with other organizations (e.g., WASC, BJE, WCEA, etc.), and the needs of the school. Teams generally range in size from five to 11 people. CAIS attempts to alleviate conflicts of interest when assigning team members.
- Establish and clarify the reimbursement protocol for team members.
- Complete the self-study (due by December 1); gather and analyze data based on CAIS/WASC standards; and establish a schoolwide follow-up process.
- Submit the self-study via the Accreditation Portal by December 1 (CAIS will make the document available to WASC, if the school is jointly accredited).

January 15 – March 15
- Host the visit for four days between January 15 and March 15
- Oversee the details of the visit in collaboration with the Visiting Committee Chair

February – April
- Receive the Visiting Committee report from CAIS, and submit any clarifications to CAIS prior to the April meetings of the Boards of Standards.
June – July
- Receive notification from CAIS in July. If also accredited by a partnering agency (e.g., WASC, WCEA, BJE, etc.), a separate letter will be provided by each agency. The CAIS accreditation status may differ from the status granted by partnering agencies.
- Begin work on the Future Planning Document

December
- Submit the Future Planning Document to CAIS via the Accreditation Portal by December 1

Self-Study Committees
The entire faculty, members of the administration and staff, and representatives of the school community are involved in the preparation of the self-study, which is accomplished over a period of months.

There is flexibility in the Self-Study Steering Committee structure. The size of the committee may depend on the size and complexity of the school, although generally it is not larger than 10 – 12 members. In addition to the Self-Study Steering Committee for overall self-study coordination, schools usually form additional committees to handle various specific aspects of the self-study.

There is no one specific “right” way to organize the school personnel and calendar when working through the self-study process. Here are a few examples from the work of schools accredited in recent years:

1. Faculty members identified chapters of the self-study on which they would like to work. The Self-Study Coordinator matched individuals with questions that they would research, discuss, and respond to. Often the matches were made based on levels of expertise, but occasionally matches were made to provide a specific learning opportunity. The entire faculty and administration could read and comment on the drafted responses, but only a few people were authorized to make revisions. In the fall, after Steering Committee revisions and edits, the document was opened for full review again. Themes which emerged from this process informed future faculty meetings and planning sessions.

2. The self-study process for the entire school was launched during the fall faculty in-service meetings. Fifteen questions were identified for group discussion, one of which involved all faculty members (choose 10 pictures of your school). The other 14 were addressed by teams of 8–10 people, with each team rotating among tables where table leaders recorded their responses to the questions specifically assigned to the particular table. Each question was addressed by two teams. The table leaders then collated their notes and drafted responses to the questions discussed at their tables. Subsequently, answers to these questions were reviewed, both at faculty meetings and electronically throughout the year, with the final drafts consolidated during the summer.

3. Self-Study Steering Committee members met and identified 10 key questions from various parts of the self-study for which they wanted broad faculty and staff input. Large post-it pages were placed in the faculty room and other adult meeting spaces, and members of the faculty and staff were encouraged to record brief points that they felt should be included in the responses to these 10 questions. Steering Committee members collected the notes and consolidated them into draft responses. At the end of July, the drafts were sent to faculty members as their required summer reading. Everyone read chapters 2, 3, 4, and 5, and they were assigned to read one of three additional chapters — 1, 13 or 15. The last question of each chapter was left blank, and formulating answers to those questions became the agenda for fall faculty workdays.
Self-Study Coordinator Responsibilities

The following checklist is primarily for the person assuming the Self-Study Coordinator role, although the coordinator and school head share the responsibilities outlined.

Prior to the Visit

1. Budget for the visit, including Visiting Committee expenses (e.g., transportation, lodging and meals), duplication of materials, and possible clerical/technical assistance.
2. Review the report of the previous Visiting Committee to be certain that a substantive response will be given for each major recommendation.
3. Establish a calendar for the receipt of the draft and final committee reports.
4. Orient the school staff to the self-study and the accreditation process, establishing the appropriate spirit of inquiry, self-examination, and school improvement.
5. Establish the school committees and train the committee chairs.
6. Regularly monitor the progress of the various committees.
7. Collaborate with the Visiting Committee Chair on the following:
   • Arrange for an on-campus pre-visit in the fall by the Chair.
   • Acquaint the Chair with the school’s process for producing the self-study.
   • Establish a time schedule for the visit, including meetings with key individuals, committees, and school constituencies.
   • Attempt to accommodate the onsite technology needs of the Visiting Committee.
   • Keep in touch with the Chair throughout the process.
8. Make lodging and other logistical arrangements for the Visiting Committee.
   • Consider the individual needs of the team when arranging lodging. If Airbnbs are reserved, check with the Chair to confirm that the team will be sufficiently accommodated.
   • Prepare a list of nearby restaurants and offer to make reservations when needed.
9. Submit the self-study via the Accreditation Portal by December 1. (CAIS will make the document available to WASC.)

During the Visit

1. Arrange an adequate, private, and secured on-campus working space for the Visiting Committee. *If the working area for the committee is limited in size, make additional provisions for meetings with various committees and groups.*
2. Ensure that the Visiting Committee has the use of adequate technology (e.g., computer and printer).
3. Facilitate the schedule for the Visiting Committee, making certain that meetings with groups and individuals are held as planned.
4. Arrange a time for the Visiting Committee to share—in depth—the Visiting Committee report with the Head of School (and others, if the head wishes to include them.) To ensure that the recommendations, especially the major ones, and notable strengths are perceived as understandable and credible. If there are substantive issues about the content or tone of the report, they should be raised by the school staff present at this meeting.
5. Reserve a room for the Visiting Committee to read all of the context statements, recommendations, and notable strengths to the staff and faculty at the conclusion of the visit. Remind everybody that the chapter ratings and the recommended status of accreditation will not be shared at that time. The recommended status will be provided to the CAIS Board of Directors, whose comments on the status will be passed on to the CAIS Board of Directors, who will make a final determination about the status of accreditation.
6. Please remind those in attendance at the readout that the report should remain confidential and that filming of the readout is prohibited, as the final document may change somewhat after its initial presentation at the readout.
After the Visit

1. Review the Visiting Committee report with appropriate school personnel and respond to CAIS regarding any potential substantive factual errors or serious concerns about the report’s content. (Please note that the Visiting Committee report will be available for viewing in the Portal by the Head of School only.)
2. Establish a follow-up committee that will facilitate the formulation, review, and revision of the school’s Future Planning Document in light of the Visiting Committee recommendations. Submit the revised Future Planning Document to the CAIS office via the Accreditation Portal no later than December 1 (in the school year after the visit takes place).
3. Expect a letter regarding the school’s status of accreditation during the month of July after the visit. If the notification timeline needs to be extended, the school will be contacted by CAIS to inform it of this development.
4. If a school wishes to appeal the decision about its accreditation status, it must follow the steps in the official appeal process.

Accreditation Status and the Appeal Process

The Visiting Committee submits its report with a confidential recommendation regarding an accreditation status for the school. The Visiting Committee report and recommendation are carefully reviewed by the Elementary or Secondary Board of Standards and by the CAIS staff. After discussing the recommendation for status for each school, the Board of Standards makes a recommendation to the CAIS Board of Directors, which reviews the recommendation and makes the ultimate determination about a school’s accreditation status.

A school wishing to appeal the decision of the CAIS Board of Directors regarding its status of accreditation must submit a written request for a review of the decision. A school may file an appeal only if the status it received was a one- or two-year status or a denial of accreditation.

The basis for submitting an appeal must include one or more of the following:

1. There were inconsistencies in carrying out established procedures on the part of one or more members of the Visiting Committee, Elementary or Secondary Board of Standards, and/or the Board of Directors, which materially affected the decision about the school’s status.
2. There was demonstrable bias or prejudice on the part of one or more members of the Visiting Committee, Elementary or Secondary Board of Standards, and/or the Board of Directors, which materially affected the decision about the school’s status.
3. There was important information that was inaccurate in—or missing from—the Visiting Committee report, which materially influenced the recommendation for the status of accreditation.

A school may file an appeal by sending a letter to the Executive Director and Director of Accreditation of CAIS within sixty (60) calendar days of receipt of the letter of notification of the accreditation status that it is disputing, stating the basis for the appeal. The letter must cite one or more of the three factors referenced above, and it must provide concrete evidence and examples of the inconsistencies, bias, inaccuracies, or omissions that the school believes affected the status of accreditation.

CAIS will review the appeal, and it will share with the school a summary of considerations that influenced the Association’s decision about the status of accreditation. CAIS will then send a committee to visit the school, which will be comprised of one member of the Elementary or Secondary Board of Standards, one member from the original Visiting Committee, and one additional member who is a current or former Head of a CAIS school and who has no prior connection to the school filing the appeal. This latter individual will chair the new Visiting Committee. If the school has dual accreditation with WASC and
CAIS, and if it is also appealing the status of accreditation granted by WASC, the committee will also include two additional members from WASC: an ACS WASC Commissioner and the WASC appointee from the original Visiting Committee.

After the visit, the committee Chair will draft and submit a report to the CAIS Executive Director, which will include the committee’s findings from its visit, its recommendation regarding the accreditation status, and the rationale for its decision. The Executive Director will share the report with the appropriate Board of Standards, which will review the report and determine if it agrees with the recommendation regarding the accreditation status for the school. It will share its own recommendation with the Board of Directors, and that body will make the ultimate determination as to whether the appeal will be upheld. The school will be notified once the Board of Directors has reached its decision, and that decision will be considered final. For schools that have dual accreditation with WASC and CAIS, each association will make its own determination as to the final accreditation status.

Policy Regarding Changing a School’s Accreditation Cycle

CAIS views the purpose of accreditation as promoting ongoing improvement in schools. Given the importance of this, CAIS expects every school to adhere to its designated accreditation cycle. If a school wants to request a change in its accreditation cycle due to extenuating circumstances, it must contact the Director of Accreditation to discuss the situation.
Preface

This self-study manual has grown out of a commitment to re-envision the accreditation process for independent schools. It took its shape in response to extensive feedback from CAIS school heads, along with five years of deliberations among the members of the Joint Accreditation Review Committee (“JARC”), which was co-sponsored by the California Association of Independent Schools and the Hawaii Association of Independent Schools.

While this manual represents a significant departure from the one it replaced, it continues to have quality assurance and school improvement as its central purposes. We believe that such improvement best results from a process that is fundamentally oriented around teaching and learning, that calls for analysis and reflection rather than exhaustive description and reporting, and that favors depth over breadth. Schools using this manual will be asked to focus on key challenges and opportunities—the most important projects and problems to which the school wants to devote its resources in the next few years.

It is important to emphasize that we viewed those challenges and opportunities not only as addressing deficiencies, but also as preserving and building on strengths. The Committee shared a conviction about the importance of making accreditation a process that helped schools to do both: identify and address strengths as well areas needing improvement. We noted often in our deliberative discussions that in its progress report, a school currently has to respond only to major recommendations. With the aim of moving away from a deficit-driven model of accreditation, we have done our best to construct questions that invite schools to be honest, reflective, and gratified by the process.

This manual—and the process that it embodies—is designed for CAIS member schools to use in creating their self-studies, whether they are to be accredited only by CAIS or jointly by CAIS and WASC (Western Association of Schools and Colleges). As a regional accrediting association that works with many public and private schools in California, WASC has productively partnered with CAIS for decades in tailoring the general accreditation process to address the distinctive realities and challenges faced by independent schools. In assessing whether a given school is deserving of accredited status, the focus will remain on two key factors: how well the school lives up to its own stated mission and how effectively it meets or exceeds the 16 standards articulated in this manual. As in the past, rigorous peer review will provide professional insight into these dual considerations. In the end, we hope that the reinvigorated process in this new manual will provide the impetus for schools to focus ever more keenly on the learning and growth of today’s students—on the practices that will ensure the long-term sustainability necessary for schools to be able to serve future generations of students as well.

Each major chapter in this manual has a reformulated format and focuses on one of the 16 standards. Every standard is accompanied by a context statement and is followed by a list of indicators, which elaborate on sound practices that are characteristic of schools that successfully meet the standard. A “Baseline Requirements Checklist” follows, identifying essential stipulations that all schools are typically expected to meet and which can be verified with straightforward “yes” or “no” responses from the school. Finally, each section has a number of essay questions designed to promote in-depth institutional self-reflection with regard to the given standard.

In addition to restructuring the chapters of the new manual, there are also numerous changes that we have instituted to make the process less ponderous and perfunctory. Those changes include (but are hardly limited to) the following:

- eliminating the criteria and limiting the standards to one per chapter
• significantly reducing the number, while improving the quality, of the questions (134 in the new manual compared with 201 in the former manual)
• relegating the consideration of “baseline requirements” to an easy-to-answer checklist, which will save schools from writing extended responses to questions that can generally be answered “yes” or “no”
• eliminating the “Statistical Supplement” and introducing the much more dynamic Independent School Dashboard—which will be of ongoing value to schools
• assisting schools in understanding what facilitates and what gets in the way of school growth and change (to that end, we have included important new sections on climate and community as well as on assessment and decision-making).

The new manual also includes three other significant departures from past practice that merit special mention. The manual now includes a preschool chapter, a fitting addition given that approximately 40% of CAIS members enroll preschool students. Additionally, the chapter that focuses on the educational program has been significantly redesigned. The Committee decided against requiring schools to write reports for each academic department. We have surely left ample opportunity for all schools to engage substantively in those program elements that are worthy of describing, exploring, or even debating. But in our commitment to help schools capture and reflect on their most essential qualities, concerns, and aspirations, we decided against mandating lengthy reports from individual academic departments. This innovation will allow schools more freedom to structure institutional discussions regarding program around elements of mission, strategic goals, research themes, or interdisciplinary considerations.

Finally—and perhaps most importantly—we wanted to ensure that self-reflection and rich internal dialogue continue beyond the completion and submission of a self-study document. That is why we have separated the task of generating a forward-thinking document on the school’s strategic priorities (formerly called an “action plan”) from the completion of the school’s self-study. This will enable schools to take meaningful advantage of the feedback they receive from the visiting team and to integrate it not only with the self-study findings, but also with other institutional processes (such as strategic planning) that allow for a truly consolidated approach to mapping the school’s future. And, we hope, it will also help make in-depth reflection and analysis part of what every school engages in, and is rewarded by, long after the formal self-study has been completed.
Self-Study Report Components and Format

- Confirmation of Adherence to the CAIS Statement of Fundamental Membership Requirements and the Code of Ethics
- Introduction: The School Profile
- The Self-Study Process
- Progress Report
- Independent School Dashboard: Critical Data for School Improvement
- Reference Materials to Accompany the Self-Study
- Sections and Standards
  
  **Section I: Institutional Purpose and Core Values**
  1. Mission
  
  **Section II: Teaching and Learning**
  2. Educational Program
  3. The Student Learning Experience
  4. Faculty and Pedagogy
  5. Climate and Community
  6. Residential Life (if applicable)
  7. Preschool (if applicable)
  
  **Section III: Financial Sustainability**
  8. Admission and Enrollment
  9. Finance
  10. Advancement
  
  **Section IV: Operations**
  11. Human Resources
  12. Facilities: Buildings and Grounds
  13. Health, Safety, and Wellness
  
  **Section V: Institutional Stewardship and Leadership**
  14. Governance
  15. Administration
  
  **Section VI: Institutional Improvement and Sustainability**
  16. Self-Assessment, Decision-Making, and Change

- Summary: Self-Study Findings and Conclusions
- Future Planning Document
Confirmation of Adherence to the Statement of Fundamental Membership Requirements and Code of Ethics

The opportunity to be accredited by CAIS is predicated upon each school’s compliance with all of the provisions of the Statement of Fundamental Membership Requirements and the Code of Ethics. Accordingly, each school must attest to compliance with these documents.

Statement of Fundamental Membership Requirements for CAIS Schools

The California Association of Independent Schools is a professional organization and accrediting body composed of more than 200 schools that enroll students in kindergarten through twelfth grades and that value educational excellence, diverse communities, ongoing professional development, and social responsibility. Membership in CAIS is predicated upon adherence to fundamental requirements that reflect the Association’s philosophical commitments and collective wisdom developed over many decades regarding school quality and effectiveness. Accordingly, every CAIS member school must:

1. Have a clear written statement of mission and philosophy that informs institutional policies, programs, and practices.
2. Be formally incorporated as a not-for-profit organization—or be part of a larger organization that is incorporated in this way—which is recognized by the Internal Revenue Service as holding 501(c) (3) status.
3. Be in at least its third year of operation with students enrolled.
4. Provide for the health and safety of students and other members of the school community, including compliance with all applicable laws and regulations.
5. Be governed by an effective, legitimately constituted, and sufficiently independent governing board, whose members: 1) are obligated to avoid any conduct that is not in the best interests of the school or that may create an unlawful conflict of interest, and 2) hold the school’s institutional health and long-term survival as the board’s highest priority.
6. Have a Head of School—or an individual with a similar title who serves as the school’s chief executive leader—who is appointed by the Board (i.e., the entity directly responsible for governing the school), who reports directly to the Board, and who is fully accountable to the Board (rather than to any other entity).
7. Provide a need-based financial aid program, open to students of all backgrounds, that actively promotes socioeconomic diversity, supported by financial resources that are commensurate with student needs and institutional capacity.
8. Have an audit, performed by an independent certified public accounting firm, for the fiscal year immediately before the school is to be visited by a CAIS accreditation team, and have an audit or review in each intervening year, with the overall objective of providing clear evidence of the school’s long-term financial sustainability.
9. Formally adopt and fully comply with all provisions of the current CAIS Code of Ethics.
10. Comply with all of the requirements of the CAIS accreditation process and demonstrate an ongoing commitment to school and educational program improvement.

Amended and Adopted by the CAIS Board of Directors
December 4, 2012

Amended by the CAIS Board of Directors
April 25, 2014

Amended by the CAIS Board of Directors
June 17, 2017
Code of Ethics
Regarding Relations Among Member Schools with Respect to Admissions and Employment
(formerly known as the Principles of Good Practice)

CAIS is a professional association that depends on the commitment of every member school to maintain not only exemplary professional and educational standards, but also collegial and ethical relations with all other member schools. Accordingly, all CAIS member schools must comply with the CAIS Fundamental Membership Requirements and must conscientiously adhere to the ethical, procedural, and policy provisions set forth in the CAIS Code of Ethics. Given the importance of community within CAIS and its member schools, the Association’s Code of Ethics intentionally focuses on expectations regarding the ways in which schools attract new individuals to their communities — both the students and the adults who guide them. The Code also underscores the critical need for timely and forthright communication between and among leaders of CAIS member schools. Accordingly, CAIS school leaders should attempt to ensure smooth transitions when students — and particularly employees — move from one school to another, and they should minimize the kinds of disruptive departures that can negatively impact the learning and growth of students. Ultimately, all CAIS schools must continually embrace their mutual and paramount responsibility of effectively serving the children enrolled in Association schools.

Admissions

The director of admission and the head of school are responsible for ensuring a school’s compliance with the admissions provisions of the CAIS Code of Ethics.

A school will not discriminate against applicants or families on the basis of race, color, sexual orientation, or national or ethnic origin in the administration of its admissions policies.

A school will have a clearly articulated, publicized, and fairly applied set of admissions practices, which must be aligned with the school’s mission.

A school will recognize the right of its students or families to visit and consider other schools without notifying the present school. However,

- a school will not offer admission to a student without first receiving a record of student progress, or its equivalent, directly from the student’s current school.
- upon request, a school will promptly send an official transcript, or its equivalent, and other pertinent information to another school to which a student has applied.

A school will publicize all dates concerning the admission procedure and ensure adherence to those dates, including those for applicant notification and reply. A school will allow each candidate reasonable time to accept an offer of admission.

A school must inform parents of applicants about current-year tuition, fees, and other anticipated expenses, as well as about the availability of financial aid. It must also inform parents in a timely manner about such costs and aid availability for the coming year.

Schools must have clear and articulated policies, along with fair and consistently applied procedures, for awarding financial aid.
Employment

The head of school and other administrators who have authority for hiring are responsible for ensuring a school’s compliance with the employment provisions of the CAIS Code of Ethics.

A school will not discriminate on the basis of race, national origin, marital status, age, sex, or sexual orientation in hiring or in the administration of its hiring and employment policies.

A school will not discriminate on the basis of religion in hiring, or in the administration of its hiring and employment policies, with the exception that a religiously affiliated school may exercise such discrimination, but only to the extent that it fully complies with all other provisions of the CAIS Code of Ethics.

A school will strictly maintain the confidentiality of all personnel information obtained about an applicant or an employee.

A school will comply with all applicable legal requirements in the administration of its hiring and employment policies and practices.

Adopted by the CAIS Board of Directors
February 8, 2013

Amended by the CAIS Board of Directors
June 15, 2014

Baseline Requirement

The school complies with all provisions of the CAIS Statement of Fundamental Membership Requirements and the Code of Ethics.

Yes☐ No☐
Introduction: The School Profile

The school’s introduction to its self-study is a narrative profile of the school that contains descriptive and identifying information and basic overview data to provide a sense of the school and its context for the Visiting Committee, the CAIS Boards of Standards, and the WASC Commission, in cases of joint accreditation. The profile should be specific and documentary rather than aspirational. This introduction should be approximately 750 to 1500 words.

The following are intended as prompts that the school may integrate into its narrative introduction, although other information that the school deems important can also be included:

- Summarize the history of the school, its nature and scope, its founding philosophy, and its current mission.
- Provide the important basic facts of the school (e.g., location, size of campus, number of students and faculty, leadership structure, etc.)
- Describe the racial, ethnic, cultural, and socioeconomic mix of the student and faculty populations.
- Provide information on such considerations as local area demographics and parent occupations, if available.
- Describe the structure and composition of the school’s Board of Trustees.
- Describe the general financial circumstances of the school.
- Provide summary information about the faculty.
- Provide summary information about the alumni/ae.
- Give examples of any distinctive identifying features of the school.
- Briefly mention any significant institutional changes that have occurred since the prior accreditation.
- Add other information that might be useful to help the Visiting Committee understand the school.

The Self-Study Process

Following the School Profile, please provide a list, including names and titles, of the members of the school’s Self-Study Steering Committee. In addition, given that the school is expected to employ a collaborative approach in generating the self-study, please describe and evaluate the process used by the school in producing the self-study (this should be approximately one page or less).
Progress Report

The progress report provides a vehicle for the school to communicate the progress that it has made since the last accreditation visit with respect to the major recommendations of the Visiting Committee report. The Steering Committee, working with other self-study committees, should conscientiously review the progress made on each major recommendation and prepare this final progress report. If the school received a seven-year status of accreditation after the last Visiting Committee came to the school, the progress report in the new self-study may draw upon and reiterate the major points articulated in the three-and-a-half-year progress report, along with information that addresses significant developments that have occurred since that time (e.g., the hiring of a new Head of School, an expansion of the campus, or a spike in enrollment). Provisional schools undertaking their first CAIS self-study are not required to include a progress report if they are not currently accredited by any other accrediting body, as they have no prior CAIS recommendations to respond to.

The progress report should include a summary of actions taken to address the Visiting Committee’s major recommendations only. Each major recommendation should be stated and followed by a narrative description that includes the following:

- **Specific evidence and examples** of what has taken place since the visit to meet the intent of each major recommendation.
- **An evaluation of the progress made**, not only in terms of what has been done, but also with respect to the effectiveness of the change.
- **Identification of work or projects** referenced in the major recommendations that the school has not yet fully undertaken or accomplished.
Independent School Dashboard: Critical Data for School Improvement

CAIS believes that a clear presentation of critical data can help a school to recognize areas of strength and areas in need of attention. The Independent School Dashboard workbook is designed to allow schools to have a straightforward way of recording, analyzing, and presenting data, both for their own constituencies and for the Visiting Committee during the accreditation process.

This set of worksheets, each of which is designed to display charts based on the data that the school enters, is based on the NAIS Trustee Dashboard. The Head of School may download the Excel workbook by using his/her login information on the CAIS website. Schools are asked to enter their data in the yellow-shaded cells; the black text is automatically calculated by the Excel formulae. Please note that most of this data may be taken directly from the school’s entries into NAIS’ DASL (Data and Analysis for School Leadership).

Entries include data from the following categories: annual budget, admissions, enrollment, endowment and debt, student attrition, tuition, financial aid, faculty compensation, fundraising, and staffing. Also included is a worksheet with suggestions for using Excel with the dashboard, as well as a space for extra commentary, should it be needed.

Schools may wish to develop far more data (particularly comparison data with peer schools) than this workbook entails. CAIS views the workbook data as the minimum necessary to be submitted with the school’s self-study.

These spreadsheets ask for data for the past seven years—and in some instances for the upcoming school year. For the current year and the upcoming year, schools should enter the most accurate information at their disposal—whether it is projected or budgeted.

Schools may see some comparison data for independent schools, nationally and regionally, at NAIS: https://www.nais.org/media/Nais/Statistics/Documents/FactsAtaGlanceCASICA2019.pdf. (Please check back in the spring of 2020 for updated comparison data.)
Reference Materials to Accompany the Self-Study

Please submit the following documents with the self-study or provide appropriate links to the school’s website where the documents can be accessed by the Visiting Committee.

1. Map or sketch of the campus for use by the Visiting Committee
2. Admissions packet, including all forms required for application
3. Brochures, current viewbook, and admissions-related marketing materials
4. Financial aid/tuition assistance information and application forms
5. Student and parent handbooks
6. School calendar
7. Curriculum guide or overview
8. Faculty/employee handbook
9. Faculty evaluation protocol
10. Evaluation protocol for non-faculty employees
11. List of all administrators, providing name, title, date of appointment, education and degrees earned, and prior professional experience
12. Job descriptions for all administrators and support staff members
13. Audit from the fiscal year preceding the visit (Please note that if the school’s audit is not included, a status of accreditation will be delayed.)
14. Current-year budget
15. Most recent monthly operating statement (with comparisons between budgeted and actual amounts)
16. Most recent Annual Report (typically from the Development Office)
17. Copy of the school’s current bylaws (noting date of adoption)
18. List of all members of the governing body, noting occupations (and current employers), years of service on the Board, and committee assignments
19. For the last seven years, list all Board officers and their lengths of service
20. Calendar of meetings for the governing body
21. Description of the committee structure for the governing body
22. Summary of the most recent self-evaluation of the governing body
23. Signed Copy of the CAIS Code of Ethics
Section I: Institutional Purpose and Core Values

1. Mission

A school’s mission statement articulates its purpose and core values. The mission plays an essential role in informing and guiding the school’s vision of education, and it brings coherence and context to all aspects of school life. A strong mission statement is a living document that inspires reflection and growth and resonates with constituents in the school community.

Standard 1: The school has a clearly articulated mission statement, formally adopted by the Board of Trustees, that defines its purpose and core values and informs all major planning and decision-making.

Indicators of meeting Standard 1: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The mission statement is a functional document in the life of the school, regularly used as a benchmark in planning and decision-making, thus providing direction and coherence to school operations and growth, as well as a foundation upon which priorities are based.
2. The mission is broadly available and is understood and supported by the constituencies of the school.
3. The mission statement is a force for continuing school improvement.
4. The mission statement is a key component of the school’s marketing, admissions, and hiring activities.
5. There is a policy or practice of periodically reviewing the mission statement for currency and relevance, and there is a process for making changes to it. This process occurs minimally once within each accreditation cycle and includes the active involvement of the Board of Trustees.

Baseline Requirements Checklist for Standard 1: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The school has a written, published mission statement, formally adopted by the governing Board.
   Yes ☐ No ☐

Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Provide here the text of the school’s mission statement.
2. Describe the most recent review of the mission statement and explain why it was or was not changed.
3. Provide two or three specific examples of how the mission statement played a role in major decision-making or planning since the last self-study.
4. In considering the alignment of the school’s mission statement with the current operations of the school and the compatibility of the components of the mission statement with each other, explain any areas in which there is tension or lack of alignment or compatibility. What efforts are being made to resolve these issues?
5. With respect to the mission, what are the school’s areas of greatest strength, and in what areas would the school like to improve?
Section II: Teaching and Learning

2. Educational Program

The school’s educational program—its curricular and co-curricular offerings—clearly reflects and embodies the values and purpose articulated in the mission. The faculty and administration take the lead in shaping the program, and it is designed to deeply engage students in helping them to develop the capacities and acquire the knowledge that will prepare them not only for their future education, but also for constructive and fulfilling lives. A successful educational program is the focus of constant assessment and debate, since the students for whom it is designed, as well as the society in which those students live, continue to pose new questions and challenges for learning environments.

Standard 2: Guided by the mission, the school clearly defines its curricular and co-curricular programs and provides coherent documentation of them. The programs are regularly evaluated, updated, and strengthened in order to stay current with relevant educational research, to assure the intended outcomes in student learning, and to prepare students for the next stage of their academic careers.

Indicators of meeting Standard 2: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The faculty and administration actively engage in an ongoing process of curricular and co-curricular reflection, review, and evaluation across grade levels and subject areas to improve student learning.
2. There is clear evidence of ongoing instructional planning.
3. The curriculum has a coherent and discernable structure that supports student learning and guides faculty decision-making.
4. Instructional resources are appropriate to the needs of the educational program.
5. Faculty and academic administrators regularly undertake professional development activities to keep them current in educational research and best practices bearing on academic program content and design.
6. The curricular and co-curricular programs address the cognitive, social-emotional, physical, and creative needs of the students, in accordance with the school’s mission.
7. The curriculum is designed to engage, challenge, and support all learners enrolled at the school.
8. The design and evaluation of the curricular program take into account that the school’s graduates will grow up and live in a world that requires understanding and leadership to successfully address complex multicultural, global, environmental, and technological realities.

Baseline Requirements Checklist for Standard 2: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The school has a written, published, comprehensive curriculum guide. Yes☐  No☐
2. Secondary school graduation requirements fulfill or exceed the University of California “a through g” entrance requirements. Yes☐  No☐
3. The school calendar specifies a minimum of 175 school days per year (which may include, but not be limited to, shortened days, in-service days, parent-teacher conference days). Yes☐  No☐
4. The school securely maintains student performance records (also required for Standard 3). Yes☐  No☐
Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Taking into account the future world in which the school anticipates that its students will be living, describe how the curriculum is informed by that vision.

2. Describe and evaluate the rationale, process, and outcomes of the school’s most recent significant curricular changes. How do these changes relate to the school’s mission? To what extent is the curriculum constrained by expectations or demands imposed by the secondary schools or colleges to which the school’s students apply for admission?

3. How does the school monitor and assess the success of its students once they have graduated? What does this information reveal about the school’s curriculum, co-curriculum, and the students’ experience of the school?

4. What would the school point out as the greatest strengths of its overall educational program (both curricular and co-curricular)?

5. How effective is the curricular program in terms of the stated mission, and how does the school assess and determine this?

6. Evaluate the effectiveness of the school’s co-curricular programs in light of the school’s mission. What evidence did the school use in reaching its conclusions?

7. Prioritize and explain the two to five most pressing curricular and/or co-curricular issues that the school needs to address in the near future. If possible, identify not only the strategies that the school might use as it moves ahead with this work, but also the existing strengths that it might draw upon as it implements those strategies.
Section II: Teaching and Learning

3. The Student Learning Experience

Independent schools have historically prided themselves on the individual attention that they are able to provide for each student, and this traditional commitment underscores the critical importance of making each student’s learning experience as positive as possible. To accomplish this, schools need to develop sophisticated understandings of how different students learn, and they need thoughtful assessment systems that yield useful data that can aid teachers and administrators in most effectively shaping the learning environment for students. Only schools that are dedicated and successful in these endeavors will be able to maximize the effectiveness of their carefully crafted educational programs as the students experience them in daily interaction with the faculty.

Standard 3: The school maintains a vigorous and informed focus on the learning of each student. It has policies, expectations, procedures, assessment systems, and student feedback mechanisms that enable it to engage—and maximize the learning potential of—each student.

Indicators of meeting Standard 3: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The school has a clear published statement that communicates its fundamental beliefs and assumptions about how students best learn, along with an explanation of what those beliefs and assumptions are based upon.
2. The school has developed procedures to help all students understand how they learn and how they can improve their ability to learn.
3. The faculty and administration are attuned to and recognize differences in learning styles, abilities, and approaches among students, including those that may be influenced by such considerations as previous preparation, developed competence, neuropsychological factors, socioeconomic situation, gender, culture, race, and ethnicity.
4. The school has developed a thoughtful, in-depth, and multi-faceted system of student assessment, which compels teachers and administrators to gather and analyze important evidence regarding each student’s learning and to implement strategies that will help each student to reach his or her potential.
5. There are established structures and time allotments for teachers to meet at regularly scheduled intervals and review the achievement and engagement of individual students and groups of students.
6. The school has established procedures to regularly inform parents about student progress.
7. There is an age-appropriate system in place for counseling students (and, when necessary, parents) regarding academic and social issues.
8. There are established procedures that the school uses to help students who struggle with learning, and there are resources available (within and beyond the school) to the faculty and administration to assist them in identifying and meeting the learning needs of individual students.
9. The school has a process in place to identify students whom it can no longer serve effectively and to counsel them in a supportive way regarding more suitable schooling options.
10. The school has a structured, ongoing process through which it solicits and analyzes the perspectives of students and alumni/ae about their experience of the school, and it uses the information from this process to strengthen the school and improve learning.
11. The school actively strives to create a daily schedule and an annual calendar that allow for students to be productively challenged and engaged, while avoiding structures and practices that lead to unmanageable student workloads and debilitating stress.
12. Students themselves express a high level of enthusiasm for and engagement with their academic work in particular and their school experience in general.

13. Parents generally observe and report that their children have a high level of interest and engagement in learning at the school.

14. Age-appropriate opportunities are in place for students to provide feedback on their experience of the teaching and learning environment of the school.

Baseline Requirements Checklist for Standard 3: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The school securely maintains student performance records (also required for Standard 2).

   Yes ☐  No ☐

Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. What are the fundamental assumptions or beliefs about how students best learn that guide the school’s work? How are those beliefs enacted in the classroom, and how effective are they in promoting student learning?

2. How do (a) the school calendar, (b) the school schedule, (c) class size, and (d) student-teacher ratio reflect the values that the school holds, and how do they impact the student learning experience?

3. If a team of campus anthropologists were to systematically visit all of the classrooms, labs, studios, athletic fields, and other learning spaces at the school during a normal class day, what typical kinds of learning activities would they observe the students undertaking? Which of these learning activities would be most common or dominant? To what extent would the students regularly appear to be excited or engaged by their learning? In what ways would these activities be reflective of the school’s mission and assumptions or beliefs about learning?

4. Given the importance of evaluating the school’s practices in educational assessment:
   - Describe the school’s system of assessment. Explain how teachers and administrators gather, analyze, and use important evidence regarding each student’s learning.
   - What has the school done that has been effective in deepening teachers’ understanding and use of assessment?
   - How do you assess students’ social emotional learning? In what ways have you used the evidence from these assessments to improve your school’s support for students’ social emotional growth?
   - How does the school determine the quality of students’ engagement and their growth as learners, particularly given the school’s mission and the objectives of the educational program?

5. What does the school do to help students understand how they learn, to capitalize on learning strengths and talents, and to address their learning needs and challenges?

6. Explain how technology and library resources are used to enhance teaching and learning. What commitments or objectives guide decision-making about the use of technology? How does the school evaluate its use of technology and gauge its impact on student learning?

7. What input does the school gather directly from the students themselves, and how is this information used in curricular and other decision-making?
8. In the past few years, what have alumni/ae generally reported as the most valuable or appealing features of the learning experience, as well as areas that the school should work to improve? Has the school made any changes in response?

9. Based on the responses to the questions above, what does the school conclude are the two or three most important areas that it should address to optimize the student learning experience, and how can the school’s existing strengths be used to help it undertake this work?
Section II: Teaching and Learning

4. Faculty and Pedagogy

To engage students deeply, cultivating in them both a seriousness of purpose and a delight in learning, is the work of an effective faculty. A school’s core pedagogical values and practices must not only take into careful account the characteristics of the learners and the nature of the subject matter, but also reflect the school’s educational mission. Therefore, the faculty is at the heart of the school’s work. Their competencies and gifts as professionals, their relationships as colleagues, and their human qualities not only shape the learning environment, but also deeply impact the students’ individual experiences in and beyond the classroom. A school’s assessment of and reflection on these critical elements are essential to the vitality and effectiveness of the instructional program.

Standard 4: The school has a clear set of criteria for teacher effectiveness that reflects its mission and pedagogical goals and that informs hiring, professional growth, and evaluation. Through regular assessment of pedagogical effectiveness, which includes student learning outcomes, the school seeks to strengthen teaching and learning.

Indicators of meeting Standard 4: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. Teachers consistently embody the core values and ethos of the school, and they embrace its mission and goals.
2. The educational background, professional experience, and training of faculty members qualify them for the specific teaching responsibilities to which they are assigned.
3. The faculty support and work constructively with each other and the administration in achieving the school’s goals for teaching and learning.
4. Faculty members pursue ongoing personal and professional growth.
5. A regular faculty evaluation process is consistent, well defined, and broadly understood and supported by the faculty.
6. Teachers work collaboratively and actively pursue building positive relationships with their students and with other adults in the school community.
7. Faculty members actively engage in the ongoing review of program and pedagogy and in the design and development of innovations and improvements in teaching and learning practices.
8. The school has written, published learning expectations across grade levels and subject areas.
9. There is thorough, comprehensive, and secure cumulative record-keeping in place for the documentation of student progress.

Baseline Requirements Checklist for Standard 4: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. A process of faculty evaluation is regularly undertaken and documented. Yes □ No □

Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential
redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. How effectively are faculty members engaged in the process of assessing and improving teaching and learning?
2. Explain the process by which the school determines the qualifications of teachers for the courses they teach. List and explain any faculty assignments that do not align directly with academic preparation. How does the school support faculty with such assignments and ensure their effectiveness?
3. Evaluate how program decisions are made within the school through the involvement of teachers and academic administrators in program planning and decision-making. Assess the process in terms of its effectiveness and its consistency with the philosophy and culture of the school.
4. Given that a school’s values must be embodied by the faculty, what elements of the recruitment, hiring, and orientation processes help to ensure that new teachers will actively embrace the school’s core values, especially with regard to their pedagogical approaches?
5. Evaluate the extent to which a commitment to the school’s values and purpose is broadly shared by the faculty, and explain what happens when this is not the case.
6. How were the school’s criteria for teacher effectiveness developed, and how are they embedded in the teacher evaluation process? How well does this process support the improvement of teaching?
7. Assess the quality and effectiveness of the professional development that the school provides for teachers as individuals, as members of departments or divisions, and as a larger group of colleagues.
8. Describe and assess the extent to which a culture of collaboration exists for teachers across different grades, disciplines, and divisions and the impact of it on program and student learning.
9. What are the school’s expectations of all faculty members in addressing the social, emotional, and ethical development of their students? How effectively are these expectations met? How does the school determine this?
10. Based on the responses to the questions above, what does the school conclude are the two or three most important areas that it should address to maximize faculty effectiveness, and what existing strengths might it draw upon to increase its chances of success in these areas?
Section II: Teaching and Learning

5. Climate and Community

While every school is built around the core values and purpose in the mission, the capacity to live out that mission depends on the quality of relationships among the people who constitute the school community. The “feeling tone” of a campus—what is often called the climate—reflects the human dimension of school life: the sense of comfort and inclusion, trust and respect, integrity, playfulness, and collaboration that suffuse daily life. School climate can be challenging to measure but is essential to understand because it bears directly on the school’s quality of life and its capacity to implement change.

Standard 5: The school maintains a healthy climate that reflects the values of the mission. That climate is sustained through highly effective communication, and it supports the learning and personal growth of each student. The climate manifests a commitment to diversity, equity, and inclusion, and it is evident in the engagement of the school community.

Indicators of meeting Standard 5: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The school regularly assesses school climate through an inclusive process in order to gauge and improve the health of the community.
2. Faculty-administration communications and relationships are open, respectful, and productive.
3. In its communications to parents, other school constituencies, and the wider community, the school seeks to ensure understanding of the school’s mission and to inspire loyalty and constructive involvement in the life of the school.
4. Alumni/ae and their parents—as well as other constituencies beyond parents of current students—are actively informed about, appropriately engaged in, and supportive of the school.
5. In the context of its mission, the school actively promotes diversity and equity in its student body, fosters cultural competence in its faculty and staff, and seeks to instill in students an appreciation for and understanding of the range of human differences. Students experience the school as a safe, equitable, and inclusive place.
6. The school is committed to identifying and responding to the needs of the full spectrum of its students.
7. Employee morale is high, and employee turnover is low. Student morale is high, and attrition is low. Students and adults generally enjoy and look forward to coming to school.
8. Constituents appreciate, understand, and use the established avenues of communication with the school.
9. Students, staff, and parents are strong advocates of the school and a significant public relations asset.
10. There is an effective process by which families are informed of and educated about policies and practices of the school.
11. There is a positive culture of problem-solving and institutional resilience evident in the faculty and administration of the school.

Baseline Requirements Checklist for Standard 5: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The school has clearly stated policies and expectations regarding the behavior of members of the school community, which are well publicized in handbooks, on websites, or by other means. Yes□ No□
Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Briefly describe the climate of the school. How does the school assess its climate, and how are members of the community engaged in conversations about the results?

2. What are the recurring rituals and traditions in the school that feel “sacred” to students and adults? How do they capture or express—and in what ways do they challenge—the school’s identity and core values?

3. Every school is a self-renewing community, into which new members—students and adults alike—are continuously invited. Assess the effectiveness with which newer generations enter into, come to embody, and, in turn, change the culture of the school.

4. How effectively does the school engage alumni/ae, grandparents, and others beyond the immediate members of the school community?

5. With what diversity-related issues does the school most seriously grapple? How has the school made progress in addressing diversity through the curriculum and in the life of the school?

6. How do current parents contribute to a positive school climate and strengthen the sense of community on which institutional health depends?

7. Provide a recent specific example of healthy, effective communication between faculty and administration regarding a difficult issue. What factors made it successful?

8. Reflect on what sustains and strengthens the school’s climate and community and what its vulnerabilities might be. If a group of current constituents set out to undermine the school’s community, how difficult would it be? What steps could be taken to reduce the school’s vulnerability in this area?

9. Reflect on a time in the last seven years when the climate of the school became significantly challenging. Describe the process used to identify and address the problems that arose.

10. Cite concrete examples—major events, achievements, crises, and/or challenges—where the character of the school community clearly showed itself.

11. Take 10 pictures or five 30-second videos that richly convey the climate of the school. Please submit them with an explanation of how these particular samples were created and why they were chosen.
Section II: Teaching and Learning

6. Residential Life

_Schools that provide boarding programs to some or all of their students have unique opportunities to create a community experience for students that constitutes a powerful social curriculum of its own. Effective boarding programs are mission-driven and reflect the values of the school. The residential life program assumes responsibility for providing a “home away from home,” as well as a comprehensive educational program for student growth and development._

**Standard 6:** The residential life program of the school is designed and structured to reflect the school’s mission, to complement other programs, and to ensure a safe environment that fosters student personal and social growth.

**Indicators of meeting Standard 6:** Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. There are clearly defined responsibilities for the residential staff, which is well trained and highly qualified. Staff training is based on an explicit set of values and goals for the boarding student experience.
2. All faculty, administration, and staff understand and are capable of serving _in loco parentis_ on behalf of boarding students.
3. There are comprehensive, well developed residential policies that are consistently applied and regularly reviewed.
4. Facilities are safe and well maintained.
5. There is effective supervision of boarding students, both on and off campus.
6. Opportunities have been created for student participation in reviewing the residence program.
7. Thoughtful programming and activities for students after class hours and on weekends are mission-driven, with a clear rationale based on the school’s priorities for the social development of its students.
8. There is positive and meaningful connection between boarding and day students, fostered by their shared experiences of school life.
9. The residential community thrives in a climate of trust, care, honesty, and collaboration that is evident and palpable.

**Baseline Requirements Checklist for Standard 6:** Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The school provides nutritious and well-planned meal services. Yes ☐ No ☐
2. There are published and publicized policies and expectations with regard to the important dimensions of the residential life at the school. Yes ☐ No ☐
3. The school provides qualified personnel, external resources, and programs to support the mental health and wellness of boarding students. Yes ☐ No ☐

_Questions:_ Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness
are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Describe and evaluate how residential life policies are developed, along with the frequency of and process for their review.
2. How are residence program staff members selected and trained?
3. How is the performance of the residence program staff members evaluated? What constitutes success and effectiveness in meeting the goals and objectives of the residence program?
4. Recognizing that entering school as a boarding student presents its own set of challenges and opportunities, describe how the school assists new students in transitioning successfully into boarding school life. Assess the effectiveness of this support.
5. What approaches does the school use to balance student needs for independence and freedom with the school’s responsibility to provide adult supervision? How is the effectiveness of this balance reviewed and assessed?
6. How does the school help boarding students to develop capacities for wise decision-making in complex areas of daily life—particularly with regard to drugs, alcohol, sexuality, and personal integrity? What aspects of the school’s program in this area have yielded intended results, and what challenges remain to be addressed?
7. Evaluate the effectiveness of the school’s efforts to meet the social and emotional needs of the students in the boarding program.
8. How does the residence program support the mission of the school? (This question is to be answered by schools that have recently added a boarding program to what was originally a day-school structure).
9. Assess the school’s effectiveness in ensuring that day and boarding students feel part of a unified community in an environment that fosters connection across the two groups.
10. How are the needs of students from diverse economic, racial, ethnic, religious, family, national, and social backgrounds identified and addressed in the residence program?
11. Describe the ways in which the school facilitates communication with the parents and/or guardians of boarding students?
12. What are the chief areas of strength and significant needs for improvement in the school’s boarding program?
Section II: Teaching and Learning

7. Preschool

Schools offering preschool programs must commit themselves to providing a high level of care and supervision and to meeting all published state licensing requirements for preschool operations. These licensing requirements address issues specific to the needs of very young children, and they may include the on-site inspection of facilities by the local regulatory agency. Preschool programs can play a significant role in implementing an institution’s educational philosophy, and they can be a crucial element in an overall enrollment management strategy as well. Skilled staffing is integral to the success of any preschool program, and it requires appropriate training combined with caring and patient attitudes.

Standard 7: The preschool offers a high quality, developmentally appropriate program that fosters both independence and socialization in a stimulating, safe, and caring environment. The social, emotional, physical, and cognitive development of children is supported by a qualified, nurturing staff of early childhood educators.

Indicators of meeting Standard 7: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. Play is a foundational component of the program.
2. Children, parents, and faculty look forward to school each day.
3. The preschool’s facilities and equipment are clean, safe, and well maintained.
4. Early childhood teachers and staff members are well qualified for their positions, and adult staffing ratios are appropriate.
5. The program is developmentally appropriate and aligned with the mission and philosophy of the school.
6. The program addresses the social, emotional, physical, and cognitive needs of the child.
7. Teachers understand and utilize instructional practices that take into account individual and group settings.
8. Teachers engage with children in ways that promote trust and demonstrate their care.
9. The indoor and outdoor environments reflect the developmental needs of each age group.
10. The education and inclusion of parents is an important part of the program.
11. The faculty and administration share information with parents regarding their children’s progress and growth on a regular and ongoing basis.
12. The school provides professional development for teachers and staff members about best practices, current research, and effective pedagogy in early childhood education.
13. There is a clear policy about admission to the preschool and its relationship to possible matriculation into succeeding grade levels at the school.

Baseline Requirements Checklist for Standard 7: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The preschool is in compliance with applicable local, state, and federal regulations mandated for preschool programs. Yes □ No □
2. The faculty and administration share information with parents regarding their children’s progress and growth on a regular and ongoing basis. Yes□ No□

3. The school maintains documentation demonstrating that the faculty and staff are qualified for their roles as early childhood educators. Yes□ No□

4. All inspections of the site are up-to-date and documented.

5. A parent handbook contains policies and procedures specific to preschool.

**Questions:** Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Describe the role of the preschool in the overall program of the school, and assess how effective it is in supporting the school’s mission. What is the age range for children who attend the preschool, and how are they grouped?

2. What are the educational theories and practices that have shaped the current preschool program? What are the fundamental assumptions or beliefs about early childhood development that guide the preschool’s work?

3. How does the preschool assess and document each child’s growth and development within the program? How does the school assess the quality and developmentally appropriate nature of the program itself? What do the results indicate, and how are they used?

4. What feedback does the preschool provide to parents regarding their children’s progress?

5. How does the preschool develop productive partnerships with parents regarding such considerations as student support and effective parenting?

6. Evaluate the effectiveness of the communication and collaboration of the preschool staff and faculty with the faculty and staff of other divisions. Are any changes needed?

7. What are the most significant strengths of and challenges for the preschool and its program?
Section III: Financial Sustainability

8. Admission and Enrollment

An admission process, when well conceived, enables a school to attract new members to the student learning community whose talents and personal qualities will enhance the life of the school. The interactions of the admission staff and other school personnel with applicants and their families constitute some of the most direct and important marketing and public relations opportunities available to the school. A thoughtfully designed and effectively implemented admission and enrollment process is important in conveying the essence of the school and ensuring its long-term sustainability.

Standard 8: The school has published, consistently applied admission and financial aid policies and procedures that demonstrate a commitment to access and diversity and that are consistent with the school’s mission. The admission process identifies students and families who are well matched to the school’s program and values. Admission practices are mission-driven and designed to support the financial sustainability of the school.

Indicators of meeting Standard 8: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The school is meeting its targets for enrollment.
2. Student attrition is low.
3. The school complies with all of the provisions of the CAIS Fundamental Membership Requirements and Code of Ethics that govern admission and financial aid policies, processes, and procedures.
4. The school has clear, published criteria for the allocation of need-based financial aid (and for other forms of financial aid, if they exist.)
5. Applicant families are provided information that clearly defines the program, communicates the total costs of attending the school, and identifies the school’s expectations of students and families.
6. The school has explicit, published policies with respect to considering applicants who are (a) siblings of currently enrolled students, (b) children of alumni/ae, or (c) children of school employees.
7. Admission personnel are actively involved in marketing and public relations activities that promote the school and generate inquiries and applications.
8. The school has in place admission and financial aid policies and practices that are inviting and welcoming to the broadest possible range of applicant families suited to the mission of the school.
9. The school has published policies regarding diversity that are well understood and that serve as guiding factors in the admission and enrollment program of the school.

Baseline Requirements Checklist for Standard 8: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. Admission criteria and information are published and easily accessible to applicant families.
   Yes ☐ No ☐
2. School admission and financial aid policies and practices comply with the CAIS Statement of Fundamental Membership Requirements and the CAIS Code of Ethics (www.caisal.org).
   Yes ☐ No ☐
3. Admission policies and practices comply with all applicable federal, state and local non-discrimination statutes and regulations. Yes ☐ No ☐

4. The school has a published non-discrimination policy. Yes ☐ No ☐

Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Analyze and interpret the school’s dashboard data on admission, enrollment, and financial aid. What are the main findings and the chief implications for the school that emerge from examining the data?
2. What data does the school collect and analyze with respect to such considerations as socioeconomic diversity, parental background, ethnic and racial diversity, and other factors relevant to the school’s admission objectives and overall mission? Who analyzes the data, and what has been learned from that analysis?
3. Describe the policies and process by which all admission decisions are made. Who participates and at what level? Evaluate the effectiveness of this process.
4. Describe the policies and process by which all financial aid decisions are made. Who participates and at what level? Evaluate the effectiveness of this process.
5. Describe and evaluate the financial aid program in terms of adequacy of funding, long-term sustainability, and how effectively it reflects the school's values and meets near- and long-term goals.
6. If international students constitute a significant percentage of the enrollment, describe and evaluate the process by which they are evaluated and admitted, brought into the school, and acclimated to a new culture.
7. If you have international students who reside in homestays (i.e., not residing with parents, an adult relative, or a legal guardian) in what ways does the school ensure the safety and well-being of these students? For example, do homestay host families receive training, supervision, and evaluation that address the needs of international students? How does the school communicate expectations, policies, and procedures to the student’s host family?
8. What are the most challenging issues in admission and enrollment, and what is being considered—or done—to address them? How can the school’s existing strengths increase the effectiveness of future efforts in this area?
Section III: Financial Sustainability

9. Finance

The strategic management of school finances is essential to providing a high quality educational program and to ensuring the long-term fiscal health and sustainability of the institution. Effective financial management depends on the right combination of professional expertise, well-trained personnel, appropriate policies, internal controls, complete and accurate records, compliance with IRS and other regulations, and a strong sense of fiduciary responsibility on the part of administration and the Board.

Standard 9: The school has an operating budget sufficient to carry out the school’s mission, with designated sources of funds to support the school program, plant, operations, and personnel. The school’s finances undergo regular review by the Board of Trustees and ensure the long-term sustainability of the institution. They are well managed by a qualified staff, appropriately documented, and in compliance with all applicable regulatory and legal requirements.

Indicators of meeting Standard 9: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The school’s policies, procedures, and practices are in general compliance with the standards of the Financial Accounting Standards Board (FASB) (http://www.fasb.org/home).
2. The school has written comprehensive financial policies, including those that address risk management issues.
3. The school has budget policies and practices that are consistent and well documented, and it has a documented annual operating budget, formally adopted by the Board.
4. The school has personnel specifically trained in finance, accounting, and non-profit business operations.
5. The school has regular audits or reviews in compliance with CAIS policies.
6. The school has a philosophy and practice of compensation that is effective in attracting and retaining qualified personnel.
7. Tuition, fundraising, and other revenues are sufficient to cover annual operating expenses.
8. The school has a documented, multi-year financial strategy.
9. The school has a policy and practice of building financial reserves for long-term facilities needs and unforeseen financial emergencies.

Baseline Requirements Checklist for Standard 9: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The school has an annual audit or review, and an audit in the fiscal year that ends immediately before the year during which the school is to be visited by an accreditation team. Copies of all audits, reviews, and IRS Form 990s are kept on file at the school. Yes ☐ No ☐
2. The school’s financial policies and practices comply with all applicable local, state, and federal laws and regulations. Yes ☐ No ☐
3. Within the school’s business operations there is a clear segregation of responsibilities that is understood and consistently followed. Yes ☐ No ☐
4. Financial records, whether digital or paper, are secured against fire or other potential loss.  
   Yes☐ No☐  
5. The school has written policies for the management and oversight of investments.  Yes☐ No☐  

**Questions:** Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Analyze and interpret the school’s dashboard data that pertains to finance. What are the main findings and the chief implications for the school that emerge from examining the data?  
2. What other financial data, including comparative data from other schools, has the school identified as useful in its financial management? Who analyzes the data, and what has been learned from that analysis?  
3. Describe the process for the preparation of the annual operating budget. In what ways does the operating budget reflect the school’s mission, policies, values, and strategic priorities? What tensions, if any, does the school experience in constructing the budget?  
4. Describe and evaluate the types of insurance and coverage limits that the school now carries. In looking to the future, what changes may be necessary?  
5. Who reviews and evaluates the school’s financial, investment, and endowment spending policies, and how often does this occur?  
6. Assess the effectiveness of the school’s financial management policies and procedures, including the business office’s use of technology and level of staffing. What is being done to correct inadequacies, if any exist?  
7. How is the segregation of duties and responsibilities of Business Office personnel supervised and ensured?  
8. How does the school ensure transparency in its financial operations, and how are school constituencies made aware of and educated about the financial condition of the school?  
9. What is the school’s overall assessment of its financial condition, what are its greatest financial strengths and challenges, and what plans are in place to ensure the school’s future sustainability?
Section III: Financial Sustainability

10. Advancement

A school’s advancement program—which coordinates initiatives in fundraising, marketing, communications, and constituency relations—is essential to institutional success. Given that most schools have a significant reliance on their development efforts to help close the gap between tuition and the actual cost per student, the leadership and philanthropic capacity of the Board of Trustees play a key role in advancing the institution toward the achievement of its strategic goals, which typically require expanded funding for people, program, and plant. The advancement staff and the Head of School must also contribute crucial expertise if a school is to move forward, particularly as they position the school to improve its public relations and to secure transformational gifts.

Standard 10: Consistent with its mission and proportional to its needs and resources, the school implements a comprehensive program of fundraising, marketing, communications, constituency support, and community relations to attain its goals and ensure its future viability.

Indicators of meeting Standard 10: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The school has a comprehensive plan and set of strategies for its fundraising initiatives, ensuring the coordination of planning and implementation efforts to maximize support for institutional needs.
2. There are school personnel with appropriate training, developed skills, and specific responsibilities for institutional fundraising activities.
3. The school has a well planned and executed annual fund program, which draws upon Board leadership, volunteer dedication, and staff expertise to ensure high constituency participation levels and meaningful funding totals.
4. The school has a robust major gifts program, which has led to the successful identification and cultivation of donors who have the capacity to make lead gifts to the institution.
5. The school is able to raise significant amounts of money for capital and endowment campaigns.
6. A planned giving program is established, and the school has secured commitments from donors who have identified the school as a future beneficiary of their estates.
7. The school maintains positive relationships with and garners support from key constituencies, including trustees, current parents, alumni/ae, alumni/ae parents, grandparents, foundations, corporations, and friends.
8. The Advancement Office takes the lead in connecting the school with the broader community, with a particular emphasis on communications and marketing, supported by effective work with the school’s website, publications, and social media.
9. The Advancement Office and Business Office work collegially and systematically on recording gift records and restrictions.

Baseline Requirements Checklist for Standard 10: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The school consistently and accurately documents all gifts to the school and monitors the designated use of restricted contributions to operations and endowment. Yes ☐ No ☐
Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Analyze and interpret the school’s dashboard data that pertains to fundraising. What are the main findings and the chief implications for the school that emerge from examining the data?
2. How does the school evaluate and, if necessary, change the “culture of giving” among trustees, current parents, alumni/ae, alumni/ae parents, and employees of the school?
3. Identify the roles that the administration, faculty, and trustees see themselves as having in the cultivation of potential support for the school. What education and support are provided to each group to ensure their engagement and effectiveness in these roles? Are any changes necessary?
4. Assess the ways in which the school maintains contact and builds relationships with alumni/ae, engages them with regard to the advancement objectives of the school, and cultivates them as potential future donors.
5. Assess the Board’s effectiveness in leading the school’s fundraising efforts through their own contributions of major and other gifts and through their involvement in the cultivation and solicitation of other donors.
6. What steps has the school taken to identify, research, cultivate, and solicit donors with the capacity to make gifts of such magnitude that the school’s plans, facilities, programs, financial aid resources, or endowment could be transformed?
7. Describe and analyze the scope and effectiveness of the school’s marketing and communications efforts. What conclusions can be drawn and what do these conclusions suggest should be the school’s future priorities in this area?
8. Describe and evaluate the school’s community relations activities with respect to such entities as other schools, neighborhood associations, news media, and governmental officials (e.g., planning commissioners, city council members, city staff, etc.).
9. Based on the responses to the questions above, what would the school identify as the two or three biggest issues that it currently faces with respect to advancement, and what existing strengths might help the school to confront those issues.
Section IV: Operations

11. Human Resources

The school’s faculty, administrators, and support staff all play essential roles in the school’s ongoing efforts to offer an engaging learning environment for the students. Independent schools pride themselves on the adults they employ, seeing all as important teachers, mentors, and role models for students. Sustainable schools have in place policies and procedures to maintain work environments that simultaneously meet or exceed legal mandates, make employees feel recognized and valued, inspire employees with respectful and meaningful performance feedback, provide opportunities for input during the school’s deliberations, and offer ongoing professional development options. Schools that are dedicated to creating and sustaining such environments optimize the potential for their students and community members.

Standard 11: The school maintains positive working conditions, fair and consistent personnel policies—including hiring and evaluation practices—and appropriate compensation. A collaborative culture with open communication is fostered to create an optimal environment for the community of the school.

Indicators of meeting Standard 11: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The school has an effective employee organizational structure for achieving the school’s mission, carrying out school policy, and conducting the program of the school.
2. The school has a published employee handbook or personnel policies manual that is provided to all employees.
3. Salaries and benefits are sufficiently competitive with local region peer independent schools—as well as other private and public schools—to attract and retain qualified personnel.
4. Employee benefits are understood by employees and meet all legal requirements and regulations.
5. There is a sufficient number of administrators, faculty, and staff to carry out the program of the school, to ensure the supervision, safety, and health of the students, and to maintain financial sustainability.
6. The school ensures that all assignments for faculty and staff are appropriate in terms of their education, training, and experience.
7. There are structured opportunities for faculty and staff to be appropriately involved in institutional planning and decision-making.
8. There is an understood process for employees to express work-related concerns to their supervisor or other appropriate school personnel.
9. There are regularly accessible and funded opportunities for the continuing professional education of employees.
10. A regular employee evaluation process is consistent, well defined, and broadly understood and supported by those who work at the school.
11. Decisions affecting the faculty and staff are consistent with the school’s own employee handbook and written personnel policies.
12. The school’s recruitment and employment policies and practices are consistent with all applicable labor laws and regulations, and they comply with the CAIS Code of Ethics for Employment and the Fundamental Membership Requirements (www.caisca.org).
13. Supportive, professional working conditions and clear, transparent decision-making and communications contribute to positive employee morale.
14. Administration, faculty, and staff derive a strong sense of self-efficacy and satisfaction from their work in the school.

**Baseline Requirements Checklist for Standard 11:** Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. *If the school responds “no” to any of the items, an explanation for that response is necessary.*

1. The school maintains an organizational chart or some other written document that clearly delineates reporting relationships at the school. **Yes**  **No**
2. The school has written job descriptions that clearly delineate the responsibilities for each position. **Yes**  **No**
3. School employment policies and practices comply with the CAIS Statement of Fundamental Membership Requirements and the CAIS Code of Ethics (www.caisca.org). **Yes**  **No**
4. The school undertakes and documents a process of performance evaluation of all employees. **Yes**  **No**
5. The school complies with applicable local, state, and federal labor laws and regulations. **Yes**  **No**
6. Personnel records for all employees are securely maintained. **Yes**  **No**

**Questions:** Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Analyze and interpret the school’s dashboard data that pertains to personnel. What are the main findings, and what conclusions does the school draw about its personnel practices, compensation program, and staffing structure? What are the chief implications for the school that emerge from examining the data?
2. Since the last accreditation team visit, what new needs have come into focus, and what changes have occurred to the school’s personnel organizational structure? What factors have led to these changes? What impact have these changes had on the school and its students?
3. What are the benefits policies that are in place to attract, retain, develop, and support employees (e.g., sick leave, sabbaticals, innovation grants, etc.)? Assess the effectiveness of current policies in meeting the objectives of the school in this area.
4. How does the school assess its effectiveness in identifying and hiring qualified candidates from diverse backgrounds? What are the findings from this, and what changes, if any, does the school want to implement in this area in the future?
5. How effectively is the current employee performance evaluation process working in promoting positive change and growth? What, if anything, in this area would benefit from review and possible change?
6. What are the school’s greatest challenges in the area of human resources, and how will the school attempt to address them? Are there existing strengths of the school that might be assets as it undertakes this work?
Section IV: Operations

12. Facilities: Buildings and Grounds

The physical plant has both tangible and intangible influences on teaching and learning, faculty and student morale, enrollment and retention, and school climate and culture. A well maintained, safe, up-to-date, and appropriately sized physical plant is crucial to the educational program. The effective physical plant supports student learning, provides a sense of place, and is reflective of the qualities of community that the school hopes to embody.

Standard 12: The physical plant supports and enhances the mission of the school and enables the school to implement its program effectively. The physical plant is a safe, well maintained, secure, and healthful environment for students and adults. The school is regularly attentive to the physical plant, creating and executing plans for the current maintenance and future development of the facilities in support of the mission and programs.

Indicators of meeting Standard 12: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. Instructional facilities—including space, furnishings, and areas for recreation and play—are age-appropriate and support the educational program.
2. Sufficient personnel and financial resources are devoted to plant maintenance and repair.
3. The school engages in a comprehensive, long-term facilities planning process on a regular basis and has a published plan for the renewal, repair, and replacement of the facilities.
4. The school complies with applicable local, state, and federal requirements for such considerations as fire, health, safety, access, sanitation, toxic substances, and emergency preparedness.
5. Independent of regulatory requirements, the school itself has a process for the identification and reporting of unsafe or problematic conditions in the physical plant.
6. The school has comprehensive emergency plans and regularly reviews its safety procedures.
7. The school manages its traffic and parking in ways that are controlled, safe, and respectful of the surrounding community.
8. There is appropriate signage on campus so that personnel, students, and visitors feel welcomed and are able to navigate the campus safely and easily.
9. The school mitigates its environmental impact, with ongoing efforts aimed at measurable reductions in energy use, water consumption, and waste production.
10. There is a reporting process in place to address needed repairs, safety issues, and maintenance concerns with regard to the physical plant.

Baseline Requirements Checklist for Standard 12: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The school complies with applicable local, state, and federal codes and regulations with respect to health, building, and safety considerations, including access for persons with disabilities. Yes ☐ No ☐
2. The school maintains records of all relevant inspection reports from local authorities (e.g., fire department, health department, etc.). Yes ☐ No ☐
Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. What are the school’s overall strengths with regard to the physical plant, and how has the school made efficient and creative use of space in meeting its needs?
2. What are the school’s needs and challenges regarding the physical plant in terms of the stated mission of the school and its programs, and how are those needs and challenges currently addressed?
3. Are there any current plans for the further development of the campus? If so, describe the school’s vision, and describe the factors that might affect the implementation of these plans.
4. Evaluate the adequacy of plant maintenance, including such factors as the custodial care, staffing, and financial resources allocated to it.
5. What approach has the school taken to address environmental sustainability with regard to buildings and grounds? What specific measures have been implemented, and what additional initiatives, if any, are contemplated—particularly with regard to measurable reductions in energy use, water consumption, and waste production? What impact have such initiatives had on the school’s finances?
6. Based on the responses to the questions above, what does the school envision as the two or three most important areas that it should address with respect to the physical plant, and what existing strengths might the school build or draw upon as it addresses these areas?
Section IV: Operations

13. Health, Safety, and Wellness

For schools to be successful in fostering growth and learning, they must make the health and safety of the students and adults in their on-campus communities a top priority. Accordingly, health, safety, and wellness provisions are an essential component of a school’s operations, and they convey important messages about a school’s values and purpose. At a minimum, each school needs to maintain consistent compliance with local, state, and federal health and safety codes and regulations. Beyond that, every school must devote itself to sustaining an environment that strongly supports the physical and emotional health and safety of its community members.

Standard 13: The school has established and effectively implemented policies and procedures that promote the health and ensure the safety of students and adults on campus and at off-campus school events. The school complies with all relevant legal and regulatory requirements in this regard, and it takes responsibility for educating community members and for promoting policies, habits, and practices that encourage and sustain individual and community wellness.

Indicators of meeting Standard 13: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. All employees understand that the supervision of students to ensure their safety is a priority in all on-campus and school-related settings at all times.
2. The school has written procedures to deal with injury and illness that are distributed to and clearly understood by school personnel, parents, and students.
3. The school provides adequate instruction and supervision to reduce hazards to health and safety.
4. Adequate provisions are made for the health care and safety of students while involved in school activities on and off campus.
5. Sufficient resources, both human and financial, are allocated to the essential work of maintaining the health and safety of students.
6. The school provides a health insurance program for its employees, and it creates a work environment that actively promotes wellness for the members of the faculty, administration, and staff.
7. There is a regular, systematic review of safety procedures and practices.
8. The school is in full compliance with all applicable local, state, and federal safety and health codes and regulations.
9. The school has clearly communicated and widely disseminated policies and procedures in place to prevent and respond to child abuse.

Baseline Requirements Checklist for Standard 13: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary. Please note that the checklist for this section is not intended to be inclusive of all legal and regulatory requirements that a given school may need to adhere to. Each school has the responsibility to confer with its legal counsel for professional guidance and advice regarding requirements that are applicable to its own situation.

1. The school is in full compliance with all applicable local, state, and federal safety and health codes and regulations. Yes☐ No☐
2. The school has a sufficient number of employees who maintain current cardiopulmonary resuscitation (CPR) and first aid certifications, and up-to-date records of these certifications are kept on file at the school.  
   Yes ☐ No ☐

3. All students have been fully immunized for poliomyelitis; diphtheria, tetanus, and pertussis; measles, mumps, and rubella; hepatitis b; varicella; and any other disease for which the California Department of Public Health requires immunization for school attendance.  
   Yes ☐ No ☐

4. The school has policies and procedures in place concerning the release of children to the correct legally designated adults.  
   Yes ☐ No ☐

5. Food services, if available, are inspected and licensed.  
   Yes ☐ No ☐ N/A ☐

6. For schools with food service employees, there are written policies—provided to appropriate staff—governing the handling, preparation, and distribution of food.  
   Yes ☐ No ☐ N/A ☐

7. There are adequate provisions for the health, care, and safety of students while involved in off-campus school activities.  
   Yes ☐ No ☐

8. The school has documented policies and procedures for dispensing medications and prescription medicines to students.  
   Yes ☐ No ☐

9. The following documents are available for review by members of the Visiting Committee during their visits to the school:
   a) County health department kitchen inspection permit (if applicable)  
      Yes ☐ No ☐
   b) CPR certifications  
      Yes ☐ No ☐
   c) Immunization records  
      Yes ☐ No ☐
   d) Student emergency authorization forms  
      Yes ☐ No ☐
   e) List of student health concerns  
      Yes ☐ No ☐
   f) First aid procedures  
      Yes ☐ No ☐
   g) Medical release forms (for athletics and other physical activities)  
      Yes ☐ No ☐
   h) Parent authorization forms (for field trips and school activities)  
      Yes ☐ No ☐
   i) Bloodborne pathogens exposure control plan  
      Yes ☐ No ☐
   j) Student and adult accident report forms  
      Yes ☐ No ☐
   k) Sexual abuse policy  
      Yes ☐ No ☐
   l) Harassment policy  
      Yes ☐ No ☐

**Questions:** Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. In light of the legal and regulatory considerations raised in the Baseline Requirements Checklist for Standard 13,what has the school learned about itself with regard to health, safety, and wellness policies and practices? What possibilities or priorities for change come out of this review?  
2. What steps has the school taken to establish and effectively implement policies and procedures that promote and ensure the safety of, respect for, and inclusion of students and adults on campus? How effective are these policies and procedures with regard to such issues as sexual misconduct, harassment, bullying, racial and cultural prejudice, gender bias, and discrimination based on sexual orientation? What data does the school have to support its conclusions about the extent to which students and adults feel safe in the school?
3. How are child policies and procedures that promote and ensure the safety and protection of students communicated during the hiring process and reviewed regularly as part of operational procedures?

4. Describe and assess the school’s efforts to educate constituents with respect to practices that promote the physical and mental health and wellness of the students, as well as of the adults who work on their behalf at the school.

5. Describe and evaluate the programs that are offered to help students understand issues of peer relationships—including sexuality, if older students are enrolled.

6. What is the process for developing, updating, and communicating procedures, policies, and plans for routine safety issues at arrival and dismissal times, including carpool procedures?

7. What are the school’s supervision and safety policies and procedures concerning the transportation of students by the school or by contracted transportation providers?

8. If the school has programs that take students away from campus for one or more nights, what risk management policies and procedures are in place for such trips? Evaluate their adequacy and effectiveness.

9. Describe and assess the adequacy of the school’s policies, procedures, and practices designed to prepare for and respond to major emergencies. Please consider natural disasters (e.g., fires, earthquakes, floods, etc.), as well as “man-made” emergencies (e.g., campus intruders, weapons on campus, neighborhood crises, etc.).

10. As the school considers the health, safety, and well-being of the students and adults who constitute its community, what are the greatest challenges that it faces? What possible steps might be contemplated to address these challenges, and what existing strengths of the school might be assets as this work is undertaken?
Section V: Institutional Stewardship and Leadership

14. Governance

Primary among the leadership responsibilities of the Board of Trustees are establishing the mission of the institution, hiring the Head of School, securing the resources necessary for the school’s success, and planning strategically for the school’s future. The Board works closely with and in support of the Head of School to make sure that it establishes appropriate policies which are upheld and adhered to. A successful Board regularly evaluates its own performance and systematically recruits individuals who possess the desired skills, resources, commitment, and dedication needed to constantly reinvigorate the Board’s membership and heighten its effectiveness.

Standard 14: The school has an active, engaged, and committed governing Board comprised of members whose collective and individual strengths support and advance the school. The Board of Trustees clearly understands and acts on its responsibilities, ensuring that its size, composition, and practices enable it to function effectively and guard against conflicts of interest, whether personal or business-related. The Board of Trustees sets and safeguards the mission, and it hires, evaluates, and supports the Head of School. The Board also ensures that the school acquires the financial resources necessary for its success, and it strategically plans for the school’s future.

Indicators of meeting Standard 14: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The Board is aware of and acts on its responsibility to regularly review the mission and to update it as necessary.
2. The Board ensures that it operates in compliance with applicable laws and regulations, maintains appropriate and updated bylaws, and has its members abide by a conflict-of-interest policy.
3. The Board takes responsibility for systematic planning for the current and future financial health of the school, and it establishes and oversees the annual operating budget.
4. The Board plays a leadership role in ensuring the success of the school’s fundraising programs through its individual and collective efforts to strategize, donate, and solicit.
5. The Board develops and implements a thoughtful and thorough process for the selection of the Head of School, using consulting resources as needed, while taking into account the school’s mission, its challenges and opportunities and input from the school community about effective leadership for the future.
6. The Board and Board Chair make it a priority to develop and maintain a mutually supportive working relationship with the Head of School, mindful of the differences between the head’s and the Board’s responsibilities, while using a systematic process for head evaluation to assist with this work.
7. The Board undertakes systematic comprehensive planning on a periodic basis, establishes the major strategic priorities for the school, and takes the lead in implementing Board-level initiatives that follow from those priorities.
8. The Board operates as an independent entity—or with functional independence within a larger organization, it has a clearly defined process for its perpetuation, and it has established leadership succession procedures and practices.
9. The Board conducts a comprehensive program for new member orientation and ongoing Board education.
10. The Board is knowledgeable about the school and it systematically gathers, analyzes, and uses data to make important decisions.
11. The Board has a clearly understood and regularly used process for evaluating its own effectiveness, individually and collectively, as well as the value and effectiveness of its composition and committee or task force structure.

12. The Board has a clearly documented committee or task force structure with specified responsibilities and projects for each.

13. The Board itself helps the school community to understand the scope of its responsibilities and the necessary differences between Board and administrative authority, responsibilities, and purview.

14. There is a documented job description for individual trustees and for the Board as a whole, which includes standards and expectations for attendance, participation, financial support, and committee or task force involvement.

**Baseline Requirements Checklist for Standard 14:** *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.*

1. The Board operates in compliance with a set of written, formally adopted bylaws. [Yes][No]

2. The Board ensures that it operates in compliance with applicable laws and regulations, including the California Corporations Code; maintains appropriate and updated bylaws; and has its members abide by a conflict-of-interest policy. [Yes][No]

3. The Board reviews the completed IRS Form 990, and its actions are recorded in the minutes. [Yes][No]

4. Board policies are documented and current. [Yes][No]

5. Minutes of all Board meetings are kept on file at the school. [Yes][No]

6. Board fiduciary responsibilities are clear and documented, and the Board formally adopts the school’s annual operating budget. [Yes][No]

7. The Board regularly conducts a performance evaluation of the Head of School. [Yes][No]

8. The Board regularly conducts an evaluation of its own performance. [Yes][No]

**Questions:** Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. What kinds of data and information are provided to the Board of Trustees during a typical school year, and how are the data and information used both to address the school’s progress in achieving its stated goals and mission and to inform Board decision-making?

2. Assess the effectiveness of the Board’s composition, orientation for new members, organization, committee or task force structure, and use of meeting time.

3. How do the Board and its members evaluate their own effectiveness—both individually and collectively? How productive is this process? What procedures are in place to address ineffective or problematic Board members?

4. How are the work and role of the Board, including its work in setting strategic priorities, communicated to the constituents of the school?
5. Using a recent significant Board-adopted school policy, explain its origin and the process by which it became a policy. How does it support and strengthen the school? How do its adoption and implementation demonstrate the separate roles of the Board and administration?

6. Briefly describe how the Board has undertaken strategic planning. Using a recent example, describe the Board's effectiveness with regard to identifying strategic issues, formulating strategic priorities, and implementing productive initiatives.

7. For schools with a religious affiliation: What is the relationship of the Board of Trustees of the school to the governing Board of the religious institution or sponsoring organization, and how effective is this relationship in supporting the mission and the independence of school operations?

8. Assess the clarity and effectiveness of the separation of the Board’s role, purview, and scope of authority from those of the administration.

9. Based on the responses to the questions above, what are the two or three most important areas that the Board of Trustees should address with respect to strengthening governance and meeting major needs of the school? What existing strengths do the school or the Board already possess that might bolster their efforts in these areas?
Section V: Institutional Stewardship and Leadership

15. Administration

The Head of School and administrative team have full responsibility for developing, leading, and supervising the operations of the school. The administration’s responsibilities entail collaboration with the Board regarding strategic issues and also with the faculty and staff regarding the school’s efforts to build and sustain a high quality program. It is the work of administration to build a professional culture where the faculty are committed to their own development as teachers and learners; where curriculum is regularly reviewed and renewed; where communication is open and frequent; where future directions arise from a clear educational vision and a spirit of collaboration; and where every adult is committed to the nurture and support of every student.

Standard 15: The administration effectively leads the school in assessing, planning, and innovating, as well as in managing the educational program and the overall operations of the school. The administration takes responsibility for establishing and maintaining a healthy, collaborative, and supportive environment for teaching and learning, and it actively promotes ongoing school improvement.

Indicators of meeting Standard 15: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. The school’s administrative leaders, working in collaboration with the Board, prepare for the next stage of growth, help to organize strategic planning processes, and plan for resources needed in the future.
2. The school’s administrative leaders provide direction and deploy resources to sustain and improve curricular and co-curricular programs and to make the student learning experience as positive as possible.
3. The Head of School, who is qualified by education, experience and abilities, effectively articulates a shared educational vision and embodies the values of the school in his or her work.
4. The members of the school’s administrative team are qualified by education, experience, and abilities to carry out the duties and responsibilities which are delegated to them and to support the school’s efforts toward institutional improvement.
5. Opportunities are provided for administrators, faculty, and staff to be involved in the planning and decision-making processes concerning professional development activities.
6. The administration ensures that there are communication channels available to students, parents, faculty, and staff to offer suggestions and voice concerns.
7. The Head and administration work effectively together, both individually and as a team, modeling the kinds of collaborative professional relationships they seek in faculty.
8. The Head makes it a priority to develop and sustain a mutually supportive working relationship with the Board Chair and Board members.
9. The Head and administrative team members communicate effectively with one another and with the faculty and staff. The faculty and staff experience this communication as being regular, reliable, open, honest, and effective.

There is no Baseline Requirements Checklist for this Standard.
Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. What are the strengths of the administrative team, and how are they reflected in the environment that the school has created for teaching and learning?
2. What structures and practices are in place to ensure effective communication among administrators, individually and as a team, and between administration, faculty, and staff?
3. How have the professional growth and development goals for administrators been determined and pursued? Has this process been effective in developing needed strengths in administration?
4. What avenues and programs are in place that help to develop leadership capacities among current and potential administrators at the school?
5. What is the role of administrators in clarifying the school’s professional expectations for faculty and in addressing deficiencies in the quality of any teacher’s performance?
6. How do administrators, individually and as a team, gauge institutional and programmatic needs? Describe how they typically deploy resources to meet those needs. Are these processes effective?
7. How do the Head and administration manage the aftermath and challenging outcomes from difficult decisions? Cite a recent example that illustrates key dynamics.
8. What are the most significant dilemmas that the Head and administration face that do not have easily identifiable solutions? What headway, if any, has been made in these areas?
9. Based on the responses to the questions above, what are the two or three most important areas that the school should address with respect to the administration or the challenges that lie ahead for it, and what existing strengths might serve as assets in this work?
Section VI: Institutional Improvement and Sustainability

16. Self-Assessment, Decision-Making, and Change

Taking stock of a school’s institutional health on a regular and ongoing basis and analyzing the resulting data to guide change and improvement are key elements in developing long-term institutional vitality and sustainability. Importantly, “data” should be considered as more than raw numbers. Rather it should be understood broadly to include individual facts, statistics, or items of information, and it can be quantitative or qualitative in nature. Substantive school improvement is grounded in an examination of meaningful data that reveals trends, and change requires a candid assessment of strengths, needs, weaknesses, and opportunities. Schools that ignore data-gathering and analysis in major decision-making place themselves at risk, as it is challenging to make consistently wise institutional choices when important data is unavailable. By contrast, sustainable schools analyze data, ascertain its meaning, and use it to inform and guide institutional change initiatives. The data gathered through this process can help not only to deepen the understanding of challenges facing a school, but also to promote collaborative reflection, planning, decision-making, and, ultimately, school improvement.

Standard 16: The school regularly engages in assessment practices that include the collection, analysis, and effective use of relevant data. This data is employed in evaluating the school’s educational programs, as well as in informing decision-making in other areas of school operations. The school readily identifies and promotes changes needed for school improvement in a manner that marshals sufficient resources and garners the community support necessary for successful implementation.

Indicators of meeting Standard 16: Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.

1. Select three specific data points or charts in your dashboard, and describe how they illuminate an area of opportunity or challenge.
2. Student performance data gathered about student learning are used to inform ongoing instruction, program review, and revision.
3. The staff has a clear role in organizing and providing useful data indicators of school health and effectiveness.
4. Board members and staff are experienced and adept in the use of data in decision-making.
5. Avenues are created for students, parents, school personnel, and alumni/ae to provide feedback on the school’s effectiveness and considerations for improvement and change.
6. Data gathered about student learning guide a systematic professional development program designed to achieve continuous improvement.
7. Major change initiatives are a) based upon the analysis of relevant data, b) carefully planned, c) guided by the school’s mission, d) communicated to constituencies, and e) monitored through an accountability plan.
8. The school additionally uses data from external sources to understand social, demographic, economic, and other trends and to inform its decision-making.
9. There is broad appreciation within the school of the importance of a strong capacity for institutional self-awareness and of sustained engagement with the understandings that such awareness provides.
Baseline Requirements Checklist for Standard 16: Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary.

1. The school fully completes the annual data entry in all sections of the Independent School Dashboard.  
   - Yes □  No □

2. The school participates fully, accurately, and in a timely manner in the data collection undertaken annually by CAIS and NAIS, including information to be entered in the DASL database.  
   - Yes □  No □

Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Select three specific data points or charts in your dashboard, and describe how they illuminate an area of opportunity or challenge.
2. Using three major change initiatives in the past five years, demonstrate how data was used to identify a challenge and formulate a plan of action for needed change. How does the school assess the effectiveness of the new initiatives?
3. How does the school educate the faculty and administration in the appropriate use of data to inform instruction and improve teaching and learning? What, if anything, could be done to make these education efforts more successful?
4. In its decision-making processes, how does the school simultaneously encourage innovation and manage risk as it plans for the future or contemplates change? Provide relevant examples.
5. What data that the school does not currently have would aid decision-makers in their work of leading the school? Is there potential data regarding factors that are hard to measure that the school would find useful in decision-making and planning?
6. Using concrete examples, describe how significant change has occurred in the past at the school. When it has been successfully proposed, implemented, and embraced, what factors have made this possible? When proposed change has not been implemented or when it has been implemented but has not been successful, what has impeded it?
7. As the school looks ahead at the prospect of implementing the major changes identified as important in various chapters of the self-study, what are the two or three most important things it must do to set the stage for the successful implementation of these changes? Are there any considerations regarding the overall process of change at the school that need attention or resolution at this time?
8. What are the two or three most important areas that the school should address with regard to its effective use of data for self-assessment, decision-making, strategic planning, and the implementation of change? What existing strengths might help the school to increase its opportunities for success in addressing these areas?
Summary: Self-Study Findings and Conclusions

This summary section should be written after the rest of the self-study work has been completed through the broad involvement of members of the school community in examining and assessing all of the essential components of the school’s educational program and operations. This is an opportunity for the school to synthesize the results of its deliberations and writing into an overview that captures the broadest and most significant information and understandings that emerged from the self-study process.

Please respond to the following questions.

1. What emerged from and was substantiated by the self-study process as the school’s areas of greatest strength?

2. What new and useful information about the school was generated by research or discussions associated with the self-study process? What did the school discover about itself?

3. In drawing upon the analysis of issues and the identification of future work contained in the various self-study chapters, what would the school now designate as its most important five to eight institutional strategic priorities for the next several years?

Future Planning Document

Following the receipt of the Visiting Committee report, the school will develop a unified, comprehensive plan for the future which articulates goals and implementation steps that a) follow logically from its self-study work, b) integrate the findings of the Visiting Committee report, and c) take into account the results of any other institutional planning efforts. This plan—which may be formulated as a strategic plan, strategic agenda, or some other similar document—will be due to CAIS (in electronic form) between July 1 and December 1 during the calendar year in which the Visiting Committee comes to the campus. A complete plan is an integral part of the total accreditation process and a requirement for continued accreditation. It includes the following for each plan element:

- statement of the strategic priority or goal
- brief statement explaining why the priority or goal is important
- potential impact on students
- specific implementation steps
- projected timeline
- person(s) responsible for implementation
- resources needed
- ways of assessing progress
- means to report progress to all members of the school community
Glossary of Terms

Access: The ability of families from many different socio-economic, racial and ethnic backgrounds to enter the school.

Accreditation: Affirmation by CAIS (and by WASC, in cases of joint accreditation) of an effective institutional reflection and analysis of a school’s programs and operations in the spirit of ongoing school improvement. Includes a process by which a visiting team of educators determines if the school is meeting the CAIS accreditation standards, as well as the provisions of the CAIS Fundamental Membership Requirements and the Code of Ethics.

Administration: Those whose job responsibilities entail supervision of people and/or programs.

Advancement Program: Those activities that raise awareness of the school, generate philanthropic support, increase the appeal of the school, and communicate with the various constituencies of the school.

Assessment: Judgments of performance against standards and/or expectations.

Attrition: The number of students (or faculty) who did not finish the school year (for any reason) or who did not return the next year (for any reason except graduation).

Audit: An official, methodical, and unbiased examination and evaluation of a school’s accounts, internal controls, and overall financial situation. In an audit, an accounting firm independent of the school forms an opinion on a set of financial statements. The firm studies the school's internal control structure, examines supporting documentation, and tests transactions, in an effort to ensure that the amounts and assertions in the statements are fairly stated.

Benchmark: A reference or norm by which something is evaluated or measured.

Co-curricular: Any program of the school not regarded as part of the academic program of the school.

Culture of the school: The behaviors, beliefs, and way of life characteristic of the school.

Data: Facts, statistics, or items of information, which can be quantitative or qualitative in nature.

Diversity: Defined by the National Association of Independent Schools as differences in race, gender, culture, socioeconomic status, sexual orientation, religion, ability, appearance, and country of origin.

Endowment: Funds or property donated to or set aside by an institution for the purpose of generating a permanent stream of income.

Fiduciary responsibility: In the handling of money and when one acts as a corporate or individual trustee, there is a fiduciary responsibility owed to the principal party. It is defined as a relationship imposed by law where someone has voluntarily agreed to act in the capacity of a “caretaker” of another’s rights, assets, and/or well-being.

Financial sustainability: The ability of a school to carry out its mission in a fiscally effective manner both in the present as well as in the long-term future.

Form 990 (IRS): The Form 990 provides the public with financial information about a given organization, and is often the only source of such information. It is also used by government agencies to prevent
organizations from abusing their tax-exempt status. In June 2007, the IRS released a new Form 990 that requires significant disclosures on corporate governance and boards of directors.

**In loco parentis:** From the Latin, “in place of the parents”—acting with parental responsibility and/or authority

**Pedagogical values:** What the school believes and implements about teaching and learning.

**Planned giving:** A term commonly used to describe contributions that involve commitments from a family through the use of wills, trusts, or estates. Such gifts in some cases only occur upon the death of the donor.

**Preschool:** Any program offered to students younger than those in a traditional kindergarten, including those for toddlers and pre-kindergarteners

**Professional development:** Any activity that has the potential to add to the professional effectiveness of a teacher, staff member, or administrator at a school, including seminars, conferences, apprenticeship, and mentoring relationships.

**Restricted giving:** A contribution restricted by the donor for a particular use, such as a building project or financial aid. It is a federal requirement to honor such restrictions on the use of contributed funds for which the donor has taken a tax credit.

**Review:** A review is a process undertaken by an independent CPA firm to assess the accuracy and reliability of a school’s financial statements. It is substantially less exacting in scope than an audit, and it involves inquiries of school personnel, as well as analytical procedures applied to financial data.

**Self-perpetuating Board:** A Board that selects new members by a vote of the Board itself, rather than by any vote of non-Board members.

**Standard:** A statement of expectation regarding an important aspect of the school, which will be one of the key factors considered in a school’s accreditation process.

**Stewardship:** The careful and responsible management of resources or institutions entrusted to an institution’s care.

**Student outcome:** Any information that communicates performance or achievement by a student in any form of learning, growth, character development, or ethical decision-making.

**Vision:** A statement of the school’s desired future.
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