



*Inspiring Progress
Advancing Excellence*

**ASSOCIATION OF INDEPENDENT
SCHOOLS IN NEW ENGLAND**

SCHOOL ACCREDITATION HANDBOOK

AISNE Mission Statement

With an ongoing commitment to equity and inclusion, the Association of Independent Schools in New England (AISNE) shapes the educational landscape for independent schools through leadership, education, service, and strategic advocacy.

AISNE Statement on Diversity

AISNE represents many different types of schools. In the context of the missions and values of our schools, AISNE seeks to encourage an environment in which all members of the community are valued and included. We believe that appreciating diversity is an essential part of an effective learning environment.

For AISNE, diversity is an umbrella term that includes race, gender, age, ethnicity, culture, nationality, sexual orientation, social and economic class, physical and learning differences, and religion, as well as other characteristics that contribute to each individual's full identity.

We acknowledge and value the tensions and conflicts all schools experience as they work to become truly multicultural institutions, recognizing that progress comes from embracing, not avoiding, this important struggle.

AISNE Appropriate Use of School Accreditation Process and Visiting Team Report

The Association of Independent Schools in New England's accreditation process for elementary and middle schools is not a substitute for each school's own internal, ongoing evaluation of itself and its effectiveness.

- The AISNE Visiting Team Report may not, under any circumstances, be used by the school, directly or indirectly, in the evaluation of the performance of any employee of the school or in any employment-related decision.
- The AISNE Visiting Team Report should not be relied upon by current or prospective families and students of a particular school as a basis for judgment of the school.
- Excerpts from the Report may not be used either on the school's website or public media.

Such uses of the school accreditation process and the Visiting Team Report would be inconsistent with the purpose of AISNE accreditation and unauthorized by AISNE.

March 2017

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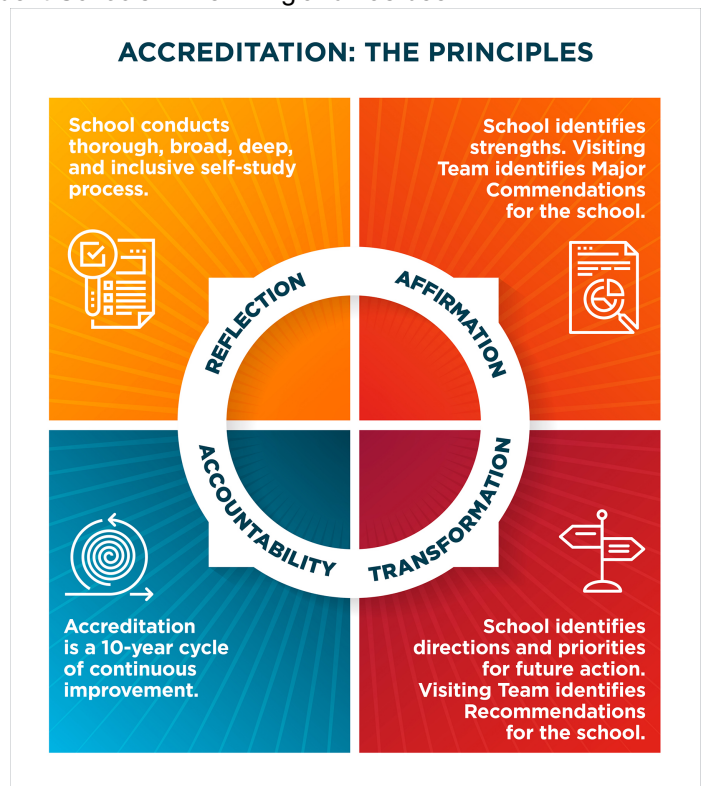
SECTION I — ACCREDITATION PROCESS

I. ACCREDITATION PROCESS

Guiding Principles

For more than 30 years the Association of Independent Schools in New England has been accrediting our member elementary and middle schools. AISNE's accreditation process helps assure the independence of our schools and is an important service to our members for a number of reasons:

1. The two-step process of the Self-Study followed by the peer review onsite visit guides schools to strengthen themselves within the context of their unique missions.
2. An effective process of evaluation and accreditation affirms that AISNE-accredited schools adhere to rigorous Standards which brings credibility to the Association and to all its members.
3. The AISNE accreditation process provides an independent and responsive evaluation that results in recommendations to guide the school's improvement that are aligned with its mission and unique character.
4. The ultimate goal of this process is ongoing school improvement and the enhancement of student learning.



There are numerous benefits of AISNE accreditation —both internal and external—to schools. The accreditation process:

- Strengthens the school's commitment and congruence to its mission;
- Requires institutional reflection and self-evaluation;
- Affirms the strengths of the school;
- Helps the school identify areas for improvement;
- Provides structure and a timetable for institutional reflection, dialogue, and change;
- Requires the school to compare its performance to a wide range of standards of good practice;
- Demonstrates the school's willingness to be held professionally accountable;
- Enhances the school's credibility with its immediate constituents and with the community at large;
- Demonstrates that the school is part of the larger entity of independent school education;
- Focuses on the institution rather than on individuals which helps to ensure the long-term health of the school.

Membership Criteria

All AISNE-accredited institutional member schools must comply with these **7 membership criteria** at all times in order to achieve and maintain full accreditation status.

The School:

1. Has a clear statement of mission and philosophy;
2. Consists of three or more consecutive grades in kindergarten through grade nine or equivalent;
3. Is incorporated as a not-for-profit organization as attested by federal and state records;
4. Has a non-discrimination statement as required by law;
5. Is governed by an appropriately constituted and substantially independent governing board, in accordance with the by-laws of the corporation;
6. Has policies and procedures to ensure that any perceived or actual conflicts of interest for board members are disclosed and managed appropriately;
7. Has an annual audit of school's financial statements, performed by an independent certified public accountant, that demonstrates adequate financial resources to carry out its mission.

Major Standards for Accreditation

Of the 50 AISNE Standards for Accreditation, **10 Major Standards** are defined as critical to a school's well-being, and therefore every school is required to pass these standards in order to be accredited or reaccredited.

The Major Standards are listed here as well as in the Table of Contents for Self-Study Preparation and the Self-Study Template. All other Standards can be found in the Table of Contents for Self-Study Preparation and the Self-Study Template

- There is a high degree of congruence between the school's stated mission and philosophy and its operations and culture. *(Standard 9)*
- Faculty, administrators and support staff are well suited to their specific responsibilities by training, education and/or experience. *(Standard 16)*
- Faculty, administrators and support staff participate in a clearly defined program for professional growth. *(Standard 19)*
- The school has a clearly defined and implemented program for the regular supervision and evaluation of faculty, administration, and support staff performance. *(Standard 20)*
- The school's curriculum and teaching methods are congruent with its stated mission and philosophy. *(Standard 22)*
- The faculty and administration have a consistent process by which they regularly document, review, evaluate, and revise the educational program. *(Standard 24)*
- The governing board recognizes its role as a strategic, policy-setting body and delegates to the head the task of managing the operations of the school, while also providing appropriate support. *(Standard 33)*
- The governing board is appropriately organized to carry out its fiduciary responsibilities and to ensure the stability of the school. *(Standard 34)*
- The school has policies and procedures for the effective oversight of its financial resources. *(Standard 42)*
- The school has policies and procedures to foster the physical and emotional safety and well-being of its students. *(Standard 47)*

The People who Support AISNE Accreditation

The process involves a number of parties, each of whom plays an important role in supporting the school's successful accreditation by AISNE.

Accreditation attests to the quality of **The School** by first applying the viewpoint of the school's unique mission and culture to a critical analysis of all aspects of the school. Through an inclusive, community-wide process of self-study, the school engages in thoughtful self-evaluation and goal setting.

The Visiting Team

assesses the school through the lens of its own mission, and affirms its alignment with AISNE's Membership Criteria and Standards for Accreditation. The Visiting Team is composed of independent school peers who spend 4 days on campus reviewing materials the school has

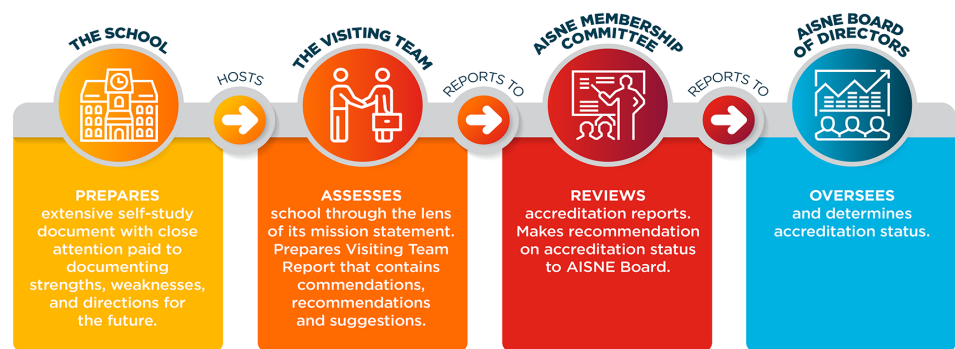
prepared, observing in classrooms, conducting interviews with stakeholders, and composing a Visiting Team Report that provides commendations, recommendations, and suggestions to guide the school's continuous improvement.

The AISNE Board of Directors has delegated implementation and stewardship of the accreditation process to **AISNE's Membership Committee**. The Membership Committee consists of volunteer Heads of AISNE accredited schools. The Committee meets regularly during the year to manage the school accreditation process by: reviewing visiting team reports from schools that hosted visits for AISNE initial or reaccreditation, voting on recommended accreditation decisions, reporting those recommendations to the Board, and overseeing the efforts of schools not in alignment with AISNE Standards. The AISNE Director of Accreditation serves as the staff liaison to the Membership Committee and oversees the accreditation process.

AISNE's Board of Directors is ultimately responsible for school accreditation decisions. The Board determines accreditation decisions for schools based upon recommendations from the Membership Committee.

ACCREDITATION: THE PEOPLE

The People's role in accreditation.



Timeline and Steps

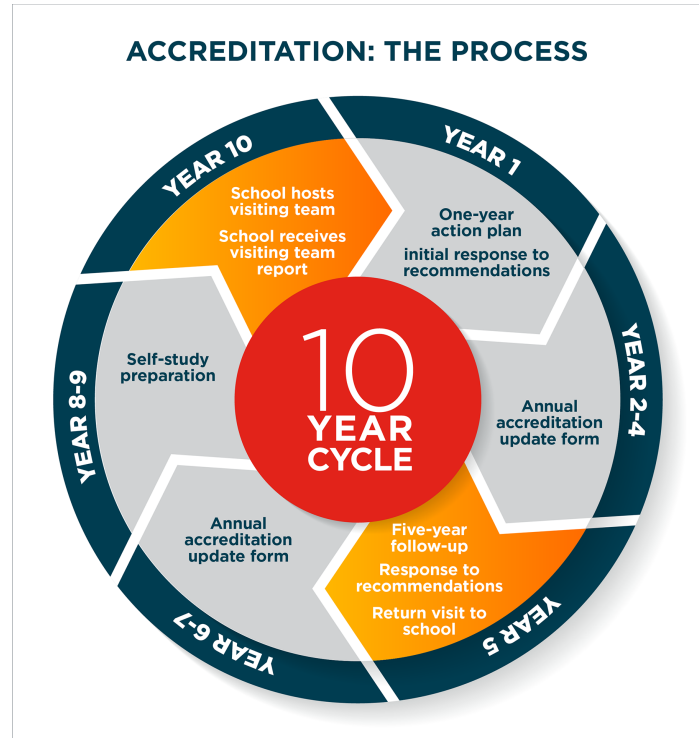
AISNE accreditation is a cyclical process with full reaccreditation occurring every 10 years.

I. Initial Accreditation and Reaccreditation

Initial Accreditation:

Prior to its initial AISNE accreditation, a school applies for “Recognition of Candidacy” membership through AISNE’s online membership application. To be accepted for this status, the school must meet all seven of AISNE’s Membership Criteria (see pp. 5-6). After an initial visit by the AISNE Director of Accreditation, the AISNE Membership Committee makes a recommendation to the AISNE Board which votes on the school’s approval as a “Recognition of Candidacy” member.

There is an expectation that schools in this category host their first onsite visit for AISNE accreditation within five years of being accepted as a “Recognition of Candidacy” school. If a school does not receive initial accreditation following its onsite visit, it is asked to submit a “Corrective Action Plan” within six months and has a total of three years to successfully complete the initial accreditation process.



Schools already accredited by the Commission on Independent Schools of The New England Association of Schools and Colleges (NEASC) may apply for Full Membership in AISNE using the online membership application. Schools in the process of becoming accredited by NEASC can apply for Recognition of Candidacy Membership with AISNE and must complete the NEASC accreditation process within five years.

Reaccreditation:

Schools go through AISNE reaccreditation every ten years. Working with AISNE, the school establishes a mutually agreed upon date when a Visiting Team will visit the school for four days for the reaccreditation visit. The school must successfully complete a new Self-Study using the AISNE *School Accreditation Handbook* each time it goes through AISNE reaccreditation.

Cooperative Accreditation:

Schools undergoing initial AISNE accreditation or reaccreditation may decide to seek accreditation from AISNE and from its cooperating partners—the American Montessori Society (AMS) or the Association of Waldorf Schools of North America (AWSNA)—simultaneously through a cooperative accreditation. The cooperative accreditation process affirms the school’s alignment with the AISNE Membership Criteria and Standards *and* those of the other accrediting association. The cooperative accreditation process involves the school’s use of the full AISNE Self-Study protocol and a supplement provided by either AMS or AWSNA. In a cooperative accreditation, the onsite visiting team is typically made up of representatives appointed by AISNE and by the cooperating agency, with the Team Chair appointed by AISNE. Both groups of representatives are expected to function as one cohesive team and are responsible for collaborating to verify the Self-Study report and develop the Visiting Team Report.

A cooperative accreditation agreement between AISNE and the cooperating agency defines and recognizes the commitment each party has to working cooperatively and collaboratively.

II. Self-Study

The Self-Study is the heart of accreditation, and the process must be thorough, broad, deep, and inclusive of the entire school community. The self-study process involves applying the viewpoint of the school's unique mission and culture to a critical analysis of all aspects of the school. Through an inclusive, community-wide process, the school engages in thoughtful self-evaluation and goal setting.

III. The Team Visit

The school hosts a 4-day visit by a Visiting Team comprised of peers assembled by AISNE Staff. All schools hosting a decennial Visiting Team (either for an initial accreditation or for reaccreditation) will be assigned a member of the AISNE Membership Committee to serve as an off-site Liaison to the Head of School and the Team Chair throughout the visit. The Liaison serves as a point of contact, in addition to AISNE staff, for any questions or concerns that arise during the visit.

Based on the Self-Study and the findings during the visit, the Visiting Team assesses the school's compliance with the AISNE Membership Criteria and Standards of Accreditation, and congruence between the school's stated mission and its current program and practices. The Team votes on each of the AISNE Standards using the categories: exemplary, good, needs to improve, and fail. The Team also produces a report commenting on their findings and highlighting commendations, recommendations, and suggestions for the school.

IV. Review Phase

AISNE staff review the Visiting Team Report and make any necessary edits. The Head of School is provided with a draft of the report and given the opportunity to identify any factual errors (such as errors in dates or numbers) prior to the report being finalized.

A Head of School disagreeing with a comment, suggestion, or recommendation made in the Visiting Team report, or with a negative vote on one or more of the Standards for Accreditation, may register those disagreements in writing to the Director of Accreditation. This response is included in the permanent file at AISNE and may be shared with people who have been privy to the report (including the Chair of the Visiting Team) and AISNE's Membership Committee and Board of Directors. This response must be submitted within three months of receipt of the Visiting Team's report.

The Membership Committee reviews the report of the Visiting Team and makes a recommendation on accreditation to the AISNE Board. There are two possible recommendations: full accreditation for a 10-year term (with an interim report and visit in Year 5) or provisional accreditation. The AISNE Board votes on the recommended accreditation status and AISNE staff communicates the Board's decision to the Head of School. Schools receive an AISNE Accredited School Certificate with each successful reaccreditation every ten years.

Provisional Status

There are five reasons a school may be placed in provisional accreditation status, all of which are intended to support the school to resolve pertinent issues and remain an accredited school in good standing with AISNE:

1. At the time of the decennial visit: The Visiting Team votes failure on:
 - a. one or more Membership Criteria
 - b. one or more Major Standards, or
 - c. seven or more General Standards

2. At any time during the accreditation term: Noncompliance with any Membership Criteria or Major Standards
3. At the One-Year and/or Five-Year Marks: Failure to submit adequate Interim Reports (One-Year Action Plan or Five-Year Follow-Up Report) or inadequate progress addressing the recommendations provided by the previous visiting team.
4. Upon Submission of the Self-Study: Inadequate Self-Study or late submission of Self-Study.
5. Prior to hosting a Visiting Team: Requesting a second postponement within a Decennial cycle.

Within three months of a provisional status notification, the Head of School is asked to AISNE a Corrective Action Plan (CAP), a detailed written statement outlining how the school will come into compliance as well as a proposed timetable for that action. The school is expected to move into compliance according to a timetable approved by the Membership Committee. The Membership Committee may require status reports at regular intervals in addition to the CAP statement. Throughout this process, the school works closely with the AISNE office and their Membership Committee Liaison.

When the school has made the necessary changes, the Director of Accreditation and one member of the Membership Committee visit the school to verify that the school has resolved the areas of concern. Based on this visit, a recommendation for accreditation, continued provisional accreditation, or revocation of accreditation is then made through the Membership Committee to the AISNE Board of Directors.

AISNE does not dictate how or if schools must notify their constituents of a provisional accreditation status. In the event of the loss of accreditation or voluntary withdrawal from AISNE accreditation, it is the school's responsibility to inform its constituents that it is no longer accredited by AISNE and remove any reference to AISNE accreditation from its materials and website.

V. One Year After the Visit

Within one year from the date of the AISNE Board's accreditation decision, the Head of School sends a written report (*One-Year Action Plan*) to the Membership Committee of AISNE via the Director of Accreditation. The *One-Year Action Plan* shall outline a plan to address the Visiting Team's recommendations. Particular attention should be paid to any recommendations associated with a Major Standard. (The school is expected to have adequately addressed all of the recommendations within five years. Failure to do so may lead to provisional status.)

After reviewing the *One-Year Action Plan*, the AISNE Assistant Director and a Membership Committee Liaison may conduct a phone call with the Head of School, focusing on supporting the school's development of a strong plan to address all major recommendations and any areas of concern.

VI. Five Years After the Visit

Five years after the accreditation visit, the Head of School sends a *Five-Year Follow-Up Report* to the Membership Committee of AISNE via the Director of Accreditation. This Report details the school's process and progress in addressing the Visiting Team's recommendations. The school must have adequately addressed each recommendation in order to remain fully accredited. Particular attention should be paid to any recommendations associated with a Major Standard.

A Five-Year Follow-Up Visit is made by the Director of Accreditation, a Membership Committee Liaison and/or the Chair of the original Visiting Team to review progress on all recommendations. This visit includes conversations with the Head of School, the Board Chair, and any other staff as requested by the Review Team members.

The Membership Committee reviews the *Five-Year Follow-Up Report* from the Head and a summary from the Review Team and makes a recommendation for continued or provisional accreditation to the AISNE Board. (See AISNE Accreditation Process IV for further explanation of provisional accreditation status.)

VII. Maintaining AISNE Accreditation

Once accredited, schools are required to remain in alignment with AISNE Membership Criteria and Standards of Accreditation. Additionally, schools are required to remain a Full Institutional member of AISNE in good standing by submitting timely payment of membership dues and completing the annual Accredited School Survey, which provides updates on substantive changes a school may be experiencing and affirms the school's continued alignment with Membership Criteria and Standards of Accreditation. The accreditation status of a school can be assessed and changed at any time for reasons including, but not limited to, non-compliance with any Membership Criteria and/or any Major Standards, for failure to submit adequate one-year, five-year interim reports, failure to complete the Annual Accredited School Survey, and failure to pay AISNE membership dues.

Accredited schools are also expected to support AISNE's peer-review accreditation system by volunteering members of their faculty/staff to serve on onsite visiting teams.

Postponing Reaccreditation

A school can request a one-school-year postponement of the date of its decennial visit. Heads of School wishing to request a postponement must send a letter to the Membership Committee, via the AISNE Director of Accreditation, outlining the reason(s) for the request. The Membership Committee typically grants one-school-year postponements for any of the following reasons:

- a. Change in head leadership;
- b. Major changes in the school's physical plant;
- c. Other compelling circumstances as determined by the Membership Committee.

Any school requesting a second postponement within the ten-year cycle may be placed into provisional status as of June 1 of the end of the eleventh year if the decennial visit has not taken place. The provisional status remains in effect until the successful completion of a Self-Study and team visit before the end of the twelfth year. A school must be scheduled for its evaluation visit in the twelfth year of its ten-year cycle. If a school is unable to host a visit by the end of the twelfth year, the AISNE Membership Committee will recommend to the AISNE Board that the school's accreditation be revoked, and the school would need to reapply for membership.

Substantive Changes

While recognizing that change is a necessary component of school growth, change affecting major aspects of a school may provide for challenging times. So that AISNE may best support its accredited schools, we ask that schools notify the Director of Accreditation of substantive changes that may be occurring *and* annually complete an Accredited School Survey to provide updates and affirm the school's continued alignment with Membership Criteria and Standards for Accreditation. Substantive changes of note include, but are not limited to:

- A school's name change
- A change in Head of School, or announcement of an upcoming Head of School change
- A change of location or addition of another campus
- A substantial drop in enrollment (by 15% or more)
- Addition or elimination of program levels
- Substantial faculty and/or administrative staff turnover (by 25% or more)
- Pending litigation against the School

The Director of Accreditation will review a school's report of substantive change(s) and determine if it warrants notification to the AISNE Membership Committee. Substantive changes may require submission of additional documentation and/or a phone or in-person visit to the school.

SECTION II — WRITING THE AISNE SELF-STUDY REPORT

SECTION II: WRITING THE AISNE SELF-STUDY REPORT

GENERAL DIRECTIONS

Accreditation is a multi-step procedure that involves the school reflecting on, assessing, and affirming its practices in relation to its mission, followed by a visit from peers to help determine how well it is meeting its goals. A school's Self-Study is the heart of the accreditation process and the Self-Study report reflects the past, the present, and looks into the future through a critical analysis of all aspects of the school resulting in an informed sense of goals for improvement.

The three basic requirements of a school's Self-Study are that it is: a) mission-focused or mission-driven; b) comprehensive of all aspects of school life; c) and inclusive of representatives of all stakeholder groups.

The Self-Study should be thorough, inclusive of the full community, and clearly written, and it must address the school's strengths, weaknesses, and directions for the future. The self-study process is more analytical than descriptive. Each of the AISNE Membership Criteria and Standards for Accreditation are designed to provoke analysis, to be used as launching points for discussion and observations, and an examination of strengths and areas for improvement.

The audience for the Self-Study is the school's own stakeholders, the onsite visiting team, and AISNE's Membership Committee. The Self-Study report itself should reflect honesty, transparency, and forthrightness on behalf of all the school's stakeholders. Creating committees and sub-committees that cross grade, division, department, or administrative office brings a broad, school-wide perspective to the report. Committees and sub-committees should prioritize analysis over mere description and build around the school's mission statement, full disclosure of the school's program and practices, and the congruence between the two.

The school's Self-Study must be received by the AISNE office at least 6-8 weeks prior to the start of the visit. Please note that late submission of the Self-Study and/or revisions needed to the Self-Study may result in a postponement of the school's onsite visit.

Tips for Writing the Self-Study

- Begin *at least* one full school year in advance of the date of the visit.
- Select a Self-Study coordinator or co-coordinators.
- Assign each section to a committee of key or interested members of the school community (ex. Section VII—Governance questions should be answered by members of the governing board as well as others connected with the actions of the board).
- Set a timetable for completion of all sections of the Self-Study—including time to bring all committee sections together to give the report a sense of cohesion and one voice on behalf of the school, and to thoroughly revise and edit the Report.
- Consider innovative ways to use technology to support the work of committees and sub-committees and facilitate an efficient Self-Study process. For example, Google Docs allows committee members to contribute to their assigned sections simultaneously and allows Self-Study coordinators to monitor the progress of committee work. Online survey tools, such as Survey Monkey, can be used to gather and analyze stakeholder input and collect data that will be reported in the Self-Study report.
- Before committee writing begins, create a style guide that includes common terms (such as

name of divisions and departments), instructions for formatting, and other stylistic and editorial instructions that all committees will use. This will support consistency across sections of the report and make for an easier job bringing the report together at the end!

- Respond to all the questions under each Standard with both descriptions of the school's current program and practices and critical analysis.
- Write a report that is succinct but sufficiently descriptive, written with one voice, and clearly formatted and edited.
- Complete charts found in Appendices I-III using values of dollars (\$), numbers (#), or percentages (%).
- Prepare final document as an electronic file with a table of contents that contains links and/or bookmarks for the various sections.
- Prepare the required documentation that illustrates the school's current practices and serves as evidence of the school's alignment with the AISNE Standards as indicated on pp. 19-22.
- Be sure to provide the names and titles of all people who contributed to each section.
- Submit the Self-Study to the AISNE office electronically at least six-eight weeks before the scheduled visit. The Director of Accreditation will distribute the report to visiting team members and AISNE Membership Committee Liaison.

PREPARING THE CURRICULUM DOCUMENTATION

Major Standard #24 requires that the school's "faculty and administration have a consistent process by which they regularly document, review, evaluate, and revise the educational program."

To complement the School's Self-Study (and, in particular, the Section VI - Program) documentation of the School's curriculum should be prepared that articulates its curriculum using whichever model best demonstrates how it thinks about its curriculum review and redesign process. The documentation should be designed to provide an understanding of the school's educational program by someone outside of the school community.

For some schools, this will include a detailed and thorough scope and sequence for each area of learning at each grade level, including overarching goals/benchmarks for each area of learning. Curriculum maps that include essential questions, skills and content, assessments, and resources are one way of structuring this information. (If this information is located online, then access information can be provided in lieu of separate curriculum documentation.)

In lieu of preparing a traditional curriculum scope and sequence that is organized around subject areas and grade levels, AISNE wishes to support those schools who are redesigning the structural elements of their curriculum to focus more on the development of skills and competencies rather than on the delivery of specific content. If you are designing your curriculum documentation around skills and competencies, the organization of your documentation might list the learner outcomes your school has identified as those resulting from your educational program, then describe examples for each of your program levels of the sequence of lessons/activities that support the development of the outcomes, and methods in which you measure progress towards attainment of the outcomes.

However the school chooses to articulate its curriculum, the documentation should present a thoughtful and deliberate progression that is based on research, best practices, subject knowledge, and assessment. The documentation should indicate the appropriate intellectual, social, physical, aesthetic, emotional, and ethical development of students in all aspects of school and student life, as appropriate to the school's unique mission and culture. The school is asked to reflect on how its mission influences its philosophical and pedagogical principles and how these have been realized

(with specific examples of learning activities and learner outcomes) or are yet to be accomplished in the educational program at this time. The visiting team will observe and validate that the school's curriculum is well-planned and implemented during the onsite visit.

SECTION III — THE ONSITE VISIT

III. THE ONSITE VISIT

Budgeting for AISNE Accreditation

The School is responsible for all expenses associated with hosting the members of the Visiting Team. These expenses include, but are not limited to:

- Mileage reimbursement at the IRS rate for travel (\$.54/mile as of January 1, 2018) to and from hotel and school and home
- Hotel accommodations (with private room and bath) for each team member for 3 nights
- Hotel workroom for the team to use for the duration of the visit (from noon on Sunday through 5:00 p.m. on Wednesday—*note: some onsite visits follow a Tuesday through Friday schedule*)
- Meals and snacks for the Visiting Team for the duration of the visit
- Cost of Sunday afternoon/evening reception
- Self-Study Coordinator compensation, if deemed necessary
- Printing costs, if applicable, for preparing the Self-Study and curriculum materials

Guidelines for Preparing for the Onsite Visit

Hospitality

Your school has just completed a very thorough self-study report, everyone has been engaged, and the school has invited a visiting team of professionals to verify the school's findings. Preparation for this visit will enhance the success of the school's experience and enable the work of the onsite visiting team. A very important aspect of this preparation is hospitality.

The school must provide for the food, travel, and housing of the team. These arrangements should be made with the visiting team chair's input. In housing team members, the school should try not to assign two to a room. The team member's task is very exhausting. When the long days end, most team members need rest and deserve privacy.

Team members who live within commuting distance of the school are not required to stay away from home overnight. However, since at least two evening meetings are held during the visit, commuting time should be limited to 30 minutes.

The visiting team must have access to a private conference area in the school and where they are staying.

Most schools welcome the team with a school tour followed by an informal reception or dinner for the visiting team attended by the faculty, steering committee, administration, board members, parents, and occasionally representative students. At this reception, the head of the school or another school official gives a brief overview of the school's mission, philosophy, and unique aspects of its programs. This reception is often done at the school and combined with a school tour for the visiting team. A formal dinner may be the choice for a school following their traditions, but it is certainly not necessary. A punch and cookie reception offers the same warm welcome that is needed. Please limit the tour and reception/dinner to no more than two hours. The objective of the reception is to

initiate relations, allow people to recognize one another, and then let the team get on with the evaluation.

Arrangements for housing and local transportation are coordinated with the team chair as are the times of the school tour and the reception/dinner.

The team members will have specific responsibilities to carry out. Not every accreditation team member needs to attend every meeting. All employees should be available to talk with a member of the visiting team if requested. Some of these meetings may be done in groups, but most should be one to one. A master checklist of employees and job titles (including photos if possible) as well as individual schedules should be provided so accreditation team members can keep track during these meetings.

During the onsite visit, the school should designate one contact person for the team's support. This person will be responsible for things like securing any missing supplies; helping the team find documents; and introducing team members to parents, students, and staff.

Every aspect of the school day from early morning arrivals through pick up at the end of the day needs to be observed. Sports practices, games, and faculty meetings, if any, should be observed if possible.

A Well-Prepared Community

The self-study report is the main tool for the onsite visit. The visiting team enters the school through the self-study report and follows the paths that are presented in the report. Then the team builds its own commentary on the self-study report. Sometimes the team knows more about the school than the faculty does. This happens when sub-committees develop the self-study report and members of the sub-committees know their portion well, but are not familiar with the other portions of the study. In order to prepare to be interviewed by the onsite visiting team, the faculty should be aware of the whole self-study report.

Members of the Visiting Team will observe each faculty member teaching, but it is not intended as an individual personnel evaluation. When the visiting team members observe in classrooms, they hope to see classrooms that demonstrate the philosophy of the school. They will observe the tone and teaching style and interaction between teacher and students. These observations are done in order to gather information about the School's overall teaching methodologies, styles, and techniques. The observations are meant to provide a quick snapshot of the curriculum in action. These observations will likely last a few minutes, as opposed to the entire period. Faculty should avoid scheduling field trips, performances, tests, quizzes, etc. during the visit. These events would make observations by members of the Visiting Team difficult.

Every faculty and staff member should expect to interact with the Visiting Team but not every team member will be able to visit each and every class due to the enormity of the tasks and responsibilities that need to be completed during the short time available for the onsite visit.

Most conversations between visiting team members and faculty/staff involve the philosophy and school community. The faculty ought to:

- Have read and be familiar with the Self-Study
- Be "mission conscious"
- Know the school's philosophy
- Be aware of the school's self-identified areas of strength and opportunities for improvement

Remember that students and parents should also be advised of the Visit and involved as appropriate.

Interviews and Meetings

The Visiting Team Will Meet with the Following:

Key Stakeholder Groups:

- *Board Members/Trustees*
- *Academic Leadership Team*: this group may include the academic dean, faculty department and/or division heads, technology integrationist
- *Faculty*: meet with classroom teachers who are not also part of another group you will meet with. In most schools, there is a percentage of faculty who are also parents and/or alums – their perceptions can be different than those who are not parents in the school or alums so take careful note of who says what in these meetings.
- *Student Groups*: the team may meet with a group(s) of students. Lunchtime with the students tends to be a good time to hear the student perspective.
- *Parents*: You will want to hear from a representative group of parents with diverse perspectives including length of time at the school, parents of children in different program levels, current and alumni parents, etc.
- *Alumni*: the team or the school may want an interview of a group of alumni (sample of different graduating classes), which may mean that you want to hold this as a virtual meeting either in place of or in addition to a live meeting.

Key Individuals:

- Head of school
- Self-Study coordinator(s)
- Business Manager
- Facilities director
- Admissions /enrollment staff
- Advancement staff
- Health/wellness staff (school nurse, counselor, etc.)

Supplies and Documentation

In addition to answering the questions required in the Self-Study, a school must also provide supplementary materials to the Visiting Team. Some of these materials must be provided in advance, whereas others should be provided on-site at the time of the visit. Schools may choose to provide team members with electronic copies of these items in addition to providing hard copies on site. A list of required items is included here and items are also listed after the appropriate section of the Self-Study.

Items to be provided by the school electronically to the Visiting Team at least 6-8 weeks prior to the onsite visit:

These items should be provided to the Director of Accreditation who will upload these documents to the AISNE Google site that the Visiting Team will access:

- ☐ Cover letter from Head of School outlining overall strengths of the school, areas of challenge, and directions for the future. This letter should also summarize any substantive change (e.g. staffing, programming, etc.) that has occurred since the preparation of the Self-Study. This letter should also be signed by the President of the Board of Trustees.
- ☐ Self-Study Report
- ☐ Curriculum for each grade level in each area of learning
(If school has a curriculum map online, please give computer/website log-in information)

- ☐ Parent and/or Student Handbook & Employee Handbook
- ☐ School calendar and schedule
- ☐ List of all employees with titles, departments, and degrees earned
- ☐ Admission catalog and related admission materials given to applicants and their parents/guardians
- ☐ *Specifically for the Team Chair, Business Manager, and AISNE Office:*
 - (1) Current operating budget
 - (2) Most recent operating statement (income and expense projections and actuals)
 - (3) Most recent long-range planning document

List of Supplies for the Onsite Team (hotel/school work rooms):

- Computer equipment as prearranged with team chair (please make sure the team's work room has enough electric sockets/surge protectors for the team to plug in their laptops)
- Internet access
- Supplemental computer equipment organized for easy access (e.g., printer, copier, projector if requested by Team Chair)
- Extension cords
- Flip charts and markers
- Masking tape
- Pencils, pens, highlighters
- Pads of paper
- Post-it notes
- Nametags worn by all employees and visiting team members throughout the visit
- Plenty of non-alcoholic beverages, water, and healthy nibbles for snacking
- One contact person if the team needs clerical assistance
- A short list of nearby restaurants, drugstores, etc.

Items to be organized by Section in a file box or in binders at the school for the Visiting Team (items must be hard copy unless permission granted by AISNE staff):

Section I Membership Criteria

- ☐ Articles of incorporation
- ☐ Non-discrimination statement
- ☐ By-laws
- ☐ List of current board members, their terms, and affiliations with the school
- ☐ Conflict of interest policy statement and relevant forms
- ☐ Annual audit and Management Letter for last fiscal year

Section II The Self-Study Process

- ☐ List of Self-Study Committees and their members

Section III Mission and Philosophy

- ☐ Orientation material for parents and/or students

Section IV Admission and Communication

- ☐ Statements of policies and sample forms for:
 - (1) financial aid
 - (2) enrollment agreement, contract, or similar document
- ☐ Sample school and student publications

- ☐ Sample press releases/media coverage
- ☐ Admission catalog, application, and materials
- ☐ Samples of student progress reports from each division
- ☐ Information pertaining to parent/guardian organization (e.g. Parent Teacher Association)
- ☐ Samples of economic impact statement (if available)

Section V Staffing

- ☐ List of all employees at the school including educational degrees, job titles, and department
- ☐ Raw data and responses from professional development survey
- ☐ List of professional development workshops, conferences, seminars attended by employees in the last two years
- ☐ Spreadsheet of evaluation dates for employees
- ☐ Evaluation form and process for faculty, administration, and support staff
- ☐ Samples of summary evaluation documentation (names blacked out)
- ☐ Application for and description of Intern/Apprentice Teaching Program (if applicable)
- ☐ Curriculum or program content for Intern/Apprentice Teachers (if applicable)

Section VI Program

- ☐ Curriculum Documentation
- ☐ Technology Plan
- ☐ Acceptable Use Policy for Technology
- ☐ Library Curriculum (if not provided in the curriculum documentation)
- ☐ Technology Curriculum (if not provided in the curriculum documentation)
- ☐ List of staffing for the residential program (if applicable)
- ☐ Residential Life Curriculum (if not provided in the curriculum documentation, if applicable)

Section VII Governance

- ☐ Handbook and/or policy manual for governing board
- ☐ Evaluation form/process for governing board
- ☐ Evaluation form/process for head of school
- ☐ Most recent long-range strategic plan
- ☐ Most recent long-range financial plan
- ☐ Most recent Annual Report
- ☐ Agenda and minutes for last year's board meetings

Section VIII Administration

- ☐ Job descriptions for administrators, including the head
- ☐ Personnel policy manual, including policies and procedures
- ☐ Faculty Handbook (if separate from policy manual)
- ☐ School organizational chart
- ☐ Environmental sustainability materials and/or policy
- ☐ Policies of record-keeping including retention, access, contents, etc.
- ☐ Federal Form 990
- ☐ State filing PC form
- ☐ Most recent investment report
- ☐ Retirement plan document
- ☐ Any other financial plan documents
- ☐ Annual Fund results (for the last three years)
- ☐ Annual Report (previously mentioned in governance section)
- ☐ Campus map including drawings, if available
- ☐ Campus master plan
- ☐ Facilities audit, if available
- ☐ Policies relating to food service including food allergy policies

Section IX Health and Safety

- ☐ Health and safety documents or location of postings
- ☐ List of all health care providers, including credentials and experience
- ☐ Emergency/Crisis Manual or Plan
- ☐ Samples of emergency and other health-related forms
- ☐ Harassment Policy and/or Anti-Bullying Policy
- ☐ Policies related to appropriate boundaries and/or sexual misconduct (if available)

Sample 4-Day Onsite Visit Schedule

The following is a general description of the schedule and a suggested timetable for the visit. The schedule will need to be adjusted to meet the needs of the school being visited. Please note that some visits occur Tuesday-Friday.

SUNDAY Day of arrival

12:00 PM	Hotel check-in
12:30 PM	Team meeting in the hotel workroom
2:00 PM	Tour of the school
3:00 PM	Meeting # 1: Mission & Philosophy discussion (with representatives from the School's stakeholder groups)
4:00 PM	Meeting # 2: School Community discussion and/or two other concurrent sessions (such as Board Executive Committee & Meeting with Faculty)
5:00 PM	Reception at school (typically all faculty, staff, admin, Board)
6:00 PM	Team dinner and meeting at the hotel

MONDAY Day at school

7:30 AM	Observe arrival. Begin classroom observations and interviews.
11:30 AM	Team meeting (a quick check-in)
12:00	Lunch (can be used to meet with students or faculty)
3:00 PM	Observe dismissal, after school activities, extended day program, athletics
3:30 PM	Team meeting (a quick check-in)
4:00 PM	Any scheduled group meetings (i.e. Parents Association meeting)
6:30 PM	Dinner at the hotel and evening meeting.

TUESDAY Day at school

7:30 AM	Observe arrival.
11:30 AM	Team meeting (a quick check-in)
12:00	Lunch (can be used to meet with students or faculty)
3:00 PM	Observe dismissal, after school activities, extended day program, athletics
3:30 PM	Team meeting (a quick check-in)
4:00 PM	Any scheduled group meetings (i.e. Parents Association meeting)
6:30 PM	Dinner at the hotel and evening meeting.

WEDNESDAY Writing at hotel & departure

7:00 AM	Team meeting and writing
12:00 PM	Working lunch
3:00 PM	Team Chair returns to school to meet with Head of School and possibly faculty. Team members continue writing. Drafts must be complete before team members depart.

TABLE OF CONTENTS FOR SELF-STUDY PREPARATION

The following provides the structure—including order of contents and format—for preparation of the Self-Study Report. Please prepare your school’s Self-Study Report using this structure as your template. Answer each question with description and analysis of how your school meets each of the AISNE Membership Criteria and Standards for Accreditation, within the context of your unique mission and culture.

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SECTION I MEMBERSHIP CRITERIA

All AISNE-accredited institutional member schools must comply with these seven membership criteria at all times in order to achieve and maintain full accreditation status.

The School:

- 1. Has a clear statement of mission and philosophy.**
 - A. What is the school's mission and/or philosophy statement? When was it approved by the governing board?
- 2. Consists of three or more consecutive grades in kindergarten through grade nine or equivalent.**
 - A. What are the school's consecutive grades, and the numbers of students currently enrolled in each of these grades?
- 3. Is incorporated as a not-for-profit organization as attested by federal and state records.**
 - A. Do the Articles of Incorporation demonstrate the school's not-for-profit status and comply with all applicable current legislation?
- 4. Has a non-discrimination statement as required by law.**
 - A. What is the school's non-discrimination statement?
 - B. Has it been adopted by the governing board?
 - C. How and where is this used and published?
 - D. Is this statement reviewed on a regular basis to ensure that it complies with all aspects of current legislation?
- 5. Is governed by an appropriately constituted and substantially independent governing board, in accordance with the by-laws of the corporation.**
 - A. How many people currently serve on the board? List the names and positions of the current officers of the board.
 - B. Does the board review its by-laws? If so, how frequently? When was the most recent review conducted?
- 6. Has policies and procedures to ensure that any perceived or actual conflicts of interest for board members are disclosed and managed appropriately.**
 - A. Describe the procedures in place to monitor conflicts of interest.

SECTION I MEMBERSHIP CRITERIA

7. **Has an annual audit of school's financial statements, performed by an independent certified public accountant, that demonstrates adequate financial resources to carry out its mission.**
- A. What is the school's annual audit process?
 - B. To what extent are the school's financial resources adequate to carry out its mission?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Articles of incorporation
- ☐ Non-discrimination statement
- ☐ By-laws
- ☐ Current list of board members, their terms, and affiliations to the school
- ☐ Conflict of interest policy statement and application
- ☐ Annual Audit and Management Letter for last fiscal year

SECTION II THE SELF-STUDY PROCESS

8. The school has completed a thorough and inclusive Self-Study as outlined in the *AISNE School Accreditation Handbook*, documented its strengths and weaknesses, and described any plans to implement change.
- A. What was the process used to prepare the Self-Study? Describe how the different constituencies in the school community were included in the preparation and how they will become familiar with the overall Self-Study and its findings.
 - B. What was the time frame used in completing the document?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ List of Self-Study Committees and their members

SECTION III MISSION AND PHILOSOPHY

Your school's mission statement and/or statement of philosophy serve as the heart of the evaluation. Through the process of a Self-Study, all phases of the school program are examined in accordance with the school's own stated mission and philosophy. It is from the mission/statement of philosophy that judgments are made as to whether the school is in fact achieving its objectives.

This section should begin with the school's statement of mission and/or philosophy and a brief history of the school.

9. MAJOR STANDARD: There is a high degree of congruence between the school's stated mission and philosophy and its operations and culture.

- A. Provide three examples of traditions or norms that reflect the mission and philosophy of the school.
- B. Describe the decision-making process and how it reflects the mission and philosophy of the school. How does the school ensure that there is a clarity about the roles in the decision-making process?

10. The school periodically reviews its mission and philosophy.

- A. Describe the process whereby the school reviews its mission and philosophy. How frequently are the mission and philosophy reviewed?
- B. Describe opportunities for various constituent groups to provide input on the mission and philosophy, as appropriate.
- C. Does the school plan to make any changes in the school's current mission or philosophy? If so, when and how?

11. The school has policies and procedures that foster a cohesive and inclusive community in which all students are treated respectfully and are successfully integrated into the school community.

- A. Describe how the administration and faculty actively promote understanding and acceptance of the school's mission and culture among students and parents.
- B. Describe the school's efforts to foster a cohesive and inclusive community. What policies and procedures are in place to help ensure that all students are treated respectfully and are successfully integrated into the school community?
- C. Describe the school's processes for meeting the needs of new students and their families. Include a description of any new student orientation programs. How does the school evaluate the effectiveness of its orientation programs?

SECTION III MISSION AND PHILOSOPHY

Questions for Assessment on Mission and Philosophy:

- A. What are the strengths and weaknesses in the area of mission, philosophy, and school culture?
- B. What directions and priorities are envisioned for future action in the area of mission, philosophy and school culture?

SECTION PREPARED BY: (List names and titles of committee members)**List of Supplementary Materials:**

- ☐ Orientation material for parents and/or students

SECTION IV ADMISSION AND COMMUNICATIONS

Begin this section by describing the admissions process from first contact to enrollment. Include:

- (1) process for screening and decision-making*
- (2) staffing responsible for recruitment and admission*
- (3) timeline and dates of importance in the admission cycle*

Admission

12. The school has a clearly articulated admission process that is consistent with its mission and communicated in writing to prospective candidates and their families.

- A. Describe how the admission policies, procedures, and criteria are communicated to prospective candidates and their families.
- B. How are families made aware of the financial aid program, policies, and application process?
- C. Who determines the awarding of financial aid grants? What criteria are used? Are there qualifications other than need that are considered (e.g., special talents, academic ability, gender, grade level, etc.)?
- D. How and when is the financial aid decision communicated to parents?
- E. Describe the method by which prospective and/or newly enrolled families are informed about their financial obligations, including the schedule and amount of payments.
- F. Describe your criteria for selecting acceptable candidates. Do any groups receive preferential treatment (e.g., children of alumni/ae, siblings, students of color, athletes, etc.)?
- G. Describe your goals and any special programs you have to promote diversity in the admission process. Are you satisfied with this program? Have you achieved your goals? If not, what plans do you have to reach these goals?
- H. Who is responsible for marketing publications? Describe the school's informational and advertising materials for recruitment and admission. How often are these publications reviewed and updated? What is the review process?
- I. Complete the charts of admission statistics in Appendix 2.

SECTION IV ADMISSION AND COMMUNICATIONS

Questions for Assessment on Admission:

- A. What are the strengths and weaknesses of the admission program?
- B. What directions and priorities are envisioned for future action in the area of admission?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Statements of policies and sample forms for:
 - (1) financial aid
 - (2) enrollment agreement, contract, or similar document
- ☐ School and student publications
- ☐ Admission catalog, application, and materials

Communications

13. The school has established means for communicating clear, substantive, and timely information to parents/guardians concerning programs, procedures, and the progress and development of their children.

- A. Describe the ways in which the school provides information to parents/guardians including changes in programs and procedures.
- B. Describe the school's philosophy and goals with regard to written reports on student progress? Who writes the reports? How often are they issued?
- C. Describe how the school conducts parent or guardian/teacher conferences. How often are such conferences held? How is information that is gathered at these conferences shared with the appropriate members of the school community?
- D. Describe the ways in which parents/guardians are involved in the school. How are parents/guardians educated about the critical partnership between school and home? How are these volunteers solicited, selected, organized and supervised? What arrangements are made to accommodate the schedules of parents/guardians who work outside the home?
- E. Describe any parent/guardian organizations affiliated with the school. Describe their role, their goals, their activities, and the manner in which they work with and relate to other school constituents.
- F. How does the school assess the effectiveness of its communication with families?
- G. Describe the school's approach to secondary/next school placement and

SECTION IV ADMISSION AND COMMUNICATIONS

counseling.

14. The school has established means for families to express their questions and concerns to the appropriate school personnel.

- A. How are parents able to identify the proper personnel to whom they can express their various interests and concerns?
- B. Describe any formal or informal methods to assess parent/guardian perceptions of your school.

15. The school works to build a positive relationship with the local community.

- A. Describe the ways in which the school works with the local community in order to communicate its mission and to build a positive relationship. Include any economic impact statements and/or ways the school pursues public relations unrelated to marketing and recruitment.
- B. In what ways does the school interact with other local independent, public, private, or parochial schools?
- C. Describe the ways in which the faculty, staff and students interact with local agencies, institutions, and providers of services.

Questions for Assessment on Communications:

- A. What are the strengths and weaknesses of the school's communication strategies?
- B. What directions and priorities are envisioned for future action in the area of communication?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Samples of student progress reports from each division
- ☐ Samples of economic impact statement (if available)
- ☐ Samples of student and parent conference reports for each division of the school (if available)
- ☐ Sample press releases/media coverage

SECTION V STAFFING

The combined efforts of all adults who work in the school help a school fulfill its stated purposes and objectives. Thus, the professional staff includes all paid personnel: teaching faculty, administrators, and support staff. This section should be written by a combination of teachers, administrators and support staff.

Composition

16. MAJOR STANDARD: Faculty, administrators and support staff are well suited to their specific responsibilities by training, education and/or experience.

- A. Describe how the school ensures that personnel are well suited to their responsibilities.
- B. How are job descriptions formulated and reviewed? To what extent do these job descriptions clearly define roles, responsibilities and expectations?

17. Faculty, administrators, and support staff are sufficient in number.

- A. Does the school have an appropriate number of staff in all categories to perform the functions that it has defined? Are there plans to augment or reduce staff? If so, describe them.
- B. Provide an organizational chart for administration at the school.
- C. Complete the chart in Appendix 3 to summarize the composition, experience, and changes in staffing at your school. Comment on any patterns or trends revealed in the chart, especially as they relate to diversity and the goals and mission of the school.
- D. Describe the structure of the school's Administrative Leadership Team and include information about the content and frequency of this group's meetings. Assess the strengths and weaknesses of the effectiveness of this group.

18. The school's hiring practices are fair, transparent, and inclusive.

- A. How does the school recruit, screen, and interview candidates for positions?
- B. Describe how the school complies with background check requirements, as delineated by the state in which the school resides.
- C. To what degree is the school satisfied with the number, qualifications, and diversity of the candidates it is attracting? Describe efforts, if any, to make improvements in this area.
- D. Describe the orientation procedures and ongoing support of new employees including the introduction of the school's mission, program, and

curriculum.

- E. Give specific examples of ways the school is developing a climate that is supportive of a diverse faculty.

Questions for Assessment on Composition:

- A. What are the strengths and weaknesses of the composition of the staff (faculty, administrators, and support staff)?
- B. What directions and priorities are envisioned for future action in the area of staff composition?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ List of all employees at the school including educational degrees, job titles, and department

Professional Development

19. MAJOR STANDARD: Faculty, administrators and support staff participate in a clearly defined program for professional growth.

- A. Describe the various professional development activities the school offers for each category of employee (faculty, administration, and support staff).
- B. Describe the expectations and/or requirements for involvement in professional development for each category of employee (faculty, administration, and support staff).
- C. In what ways does the professional development program support and reflect the school's stated mission?
- D. Who decides what professional development opportunities are made available and who will participate? What is the basis for these decisions?
- E. What percent of the operating budget is allocated to professional development? What opportunities are fully funded, and when do employees pay a part of the cost? What is the process for determining the funding?
- F. Have each faculty member, administrator, and support staff employee respond to the professional development survey (see Appendix 1). Analyze the results and comment on any trends among categories of responders (length of time at the school, role, subject area, etc). Provide the raw data in the supplementary materials.

Questions for Assessment on Professional Development:

- A. What are the strengths and weaknesses of the school's professional development program?
- B. What directions and priorities are envisioned for future action in the area of professional development?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Raw data and responses from professional development survey
- ☐ List of workshops, conferences, seminars attended by employees in the last two years

Supervision and Evaluation

20. MAJOR STANDARD: The school has a clearly defined and implemented program for the regular supervision and evaluation of faculty, administration and support staff performance.

- A. Describe how the supervision and evaluation program for all employees is congruent with the school's mission and philosophy.

FOR FACULTY:

- A. Describe the school's current supervision and evaluation process for classroom teachers and other faculty members. Include any supports for professional development, as well as procedures for determining duration of employment, provisional status, promotion, and termination.
- B. In what ways do teachers learn about the processes and the criteria for supervision and evaluation? Are they involved in defining these processes?
- C. What written documentation accompanies supervision and evaluation of teachers? Describe content, storage, protection and access of these materials.

FOR ADMINISTRATORS:

- A. Describe the school's current supervision and evaluation process for school administration. Include any supports for professional development, as well as procedures for determining duration of employment, provisional status, promotion, and termination.
- B. In what ways do administrators learn about the processes and criteria for

SECTION V STAFFING

supervision and evaluation? Are they involved in defining these processes?

- C. What written documentation accompanies supervision and evaluation of administrators? Describe content, storage, protection and access of these materials.

FOR SUPPORT STAFF:

- A. Describe the school's current supervision and evaluation process for support staff. Include any supports for professional development, as well as procedures for determining duration of employment, provisional status, promotion, and termination.
- B. In what ways do support staff learn about the processes and criteria for supervision and evaluation? Are they involved in defining these processes?
- C. What written documentation accompanies supervision and evaluation of support staff? Describe content, storage, protection and access of these materials.

Questions for Assessment on Supervision and Evaluation:

- A. What are the strengths and weaknesses of the school's supervision and evaluation program for each category of employee (faculty, administrators, and support staff)?
- B. What directions and priorities are envisioned for future action in the area of supervision and evaluation of all employees?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Spreadsheet of evaluation dates for employees
- ☐ Personnel policy manual, including policies and procedures
- ☐ Evaluation form and process for faculty, administration, and support staff
- ☐ Samples of summary evaluation documentation (names blacked out)

For schools with Internship/Apprentice Teaching Programs

This section can be skipped if the school does not have an Intern/Apprentice Teaching Program.

21. The school's Internship/Apprentice Teaching program is effective.

- A. Describe the organization of the program including:
 - (1) criteria for admission and overview of application process
 - (2) overview of content
 - (3) financial operations
 - (4) collaborative relationship with college(s)
 - (5) method of supervision and assessment of interns
 - (6) training and support for the interns including job placement
- B. Describe how the program is congruent with the school's mission. Describe the benefits to the interns as well as to the overall school program.

Questions for Assessment on Internship/Apprentice Teaching Program:

- A. What are the strengths and weaknesses of the Internship/Apprentice Teaching Program?
- B. What directions and priorities are envisioned for future action in the area of the Internship/Apprentice Teaching Program?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Application for and description of Intern/Apprentice Teaching Program (if applicable)
- ☐ Curriculum or program content for Intern/Apprentice Teachers (if applicable)

SECTION VI PROGRAM

To prepare this section of the Self-Study, answer the questions under Standards 22-29 in a thorough and illustrative manner. It is helpful to highlight differences that may occur between the various divisions and/or departments within a school. For example, the program content, teaching methods, and assessment practices may differ substantially between divisions. Answers should highlight these differences. Providing examples that cover a range of grade levels and content areas will enhance the overall description of the program at the School.

In addition to responding to the standards below, the school must submit a comprehensive explanation of its curriculum for all departments/divisions. More information on this curriculum binder can be found on pp. 15-16.

Curriculum and Instruction

22. MAJOR STANDARD: The school's curriculum and teaching methods are congruent with its stated mission and philosophy.

- A. Provide several examples of how the school's curriculum is demonstrably consistent with its stated mission and philosophy.
- B. Provide several examples of how the school's teaching methods demonstrably reflect the school's mission and philosophy.

23. The School's curriculum is informed by research regarding teaching and learning.

- A. Describe the school's philosophy on how students learn.
- B. Describe the school's philosophy on effective teaching.
- C. Describe how the curriculum is informed by research regarding teaching and learning.

24. MAJOR STANDARD: The faculty and administration have a consistent process by which they regularly document, review, evaluate, and revise the educational program.

- A. Describe the process by which the school's curriculum is developed and documented.
- B. Describe the process employed in curriculum review and evaluation. Include the frequency of the reviews and identify who conducts the reviews. Be sure to highlight differences in the process between levels, divisions, or subject areas.
- C. Describe the process whereby an individual teacher would propose and implement a change to his/her curriculum.

SECTION VI PROGRAM

- D. Describe a recent and substantive change to the curriculum. Include why the curriculum was changed and how the change was communicated to all constituencies.

25. The school periodically collects and uses information and data regarding current students and graduates to inform curricular decisions and classroom instruction, as appropriate to its mission.

- A. Describe the methods used to collect information and data on current student progress.
- B. Describe how the information and data collected on current student progress are used to inform curricular decisions and plan classroom instruction.
- C. Describe the methods used to solicit information and data from graduates regarding their level of preparation and readiness for their next schools.
- D. Describe how the information and data collected from graduates is used to assess and modify the educational program.

26. The school's extracurricular, co-curricular, and ancillary programs are congruent with its mission and philosophy.

- A. List the various child-related extracurricular/co-curricular programs in your school. Include all school-year programs that have not been covered under the curriculum and instruction section as parts of the regular curriculum. This could include: athletics; activities; assemblies and school worship; community service; independent projects/study; outdoor education; public speaking/debate; drama; school clubs; student government; student exchange and travel programs; and student publications.
- B. Choose four examples from your list and for each one:
 - (1) Provide a brief explanation of the activity or program.
 - (2) Describe how the activity or program is congruent with the school's mission and philosophy.
 - (3) Describe staff composition and roles for the activity or program.
 - (4) Explain the activity or program's impact on school finances and plant operations, if any.
- C. List the various child-related ancillary programs in your school. This could include before and after-school enrichment and/or care; vacation programs; and summer programs.
- D. Choose two examples from your list and for each one:
 - (1) Provide a brief explanation of the activity or program.
 - (2) Describe how the activity or program is congruent with the school's mission and philosophy.

SECTION VI PROGRAM

- (3) Describe staff composition and roles for the activity or program.
 - (4) Explain the activity or program's impact on school finances and plant operations, if any.
 - E. Describe how the school monitors compliance with local, state, and federal rules and regulations for its extracurricular, co-curricular and ancillary programs.
- 27. The school's curriculum reflects appropriate continuity and sequence across the grades and divisions.**
- A. Describe the process by which curriculum continuity is maintained and assessed from grade to grade and division to division on an on-going basis.
- 28. The program content, teaching methods, and assessment practices accommodate student developmental levels, learning styles, and abilities.**
- A. In what specific ways does the school's program address the developmental needs of children in each age group?
 - B. Describe the ways in which teachers vary their instruction to meet students' developmental levels, learning styles, and abilities. Provide specific examples from each level or division.
 - C. Describe how assessment practices accommodate students' differing developmental levels, learning styles, and abilities.
 - D. Describe procedures and practices for teachers to plan together and to communicate with each other to best accommodate students' developmental levels, learning styles, and abilities.
 - E. What resources exist to help teachers accommodate student developmental levels, learning styles, and abilities? Are these resources sufficient and effectively utilized? Provide information on learning support services and/or staffing.
 - F. What resources exist for parents to pursue additional consultation either within the school or using outside resources in situations where their child may need additional support? How are parents made aware of these opportunities?
- 29. The school's teaching practices, curriculum and broader educational program reflect a commitment to social justice, inclusivity and diversity, as appropriate to its mission.**
- A. Describe specific ways in which the school promotes and models a commitment to social justice, inclusivity and diversity through its classroom curriculum, teaching practices, and broader educational program.

SECTION VI PROGRAM

- B. Provide some specific examples of how the teaching practices, curriculum and educational program help students in each age group develop the capacity to:
 - a. Consider perspectives different from their own
 - b. Live respectfully in a diverse community

Questions for Assessment on Curriculum and Instruction:

- A. What are the strengths and weaknesses within each area of the school's curriculum and within each division?
- B. What directions and priorities are envisioned for future action within each area of the school's curriculum and within each division?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Curriculum Documentation (see directions on pp. 15-16)

Program Resources

30. The school integrates technology in a way that is congruent to its mission.

- A. Describe the school's philosophy with respect to technology. Include information regarding how the school protects and educates students about acceptable and safe use of technology and the Internet.
- B. Describe the technology resources that are available to the students and faculty, including hardware, software, instruction and web access, and how those resources are used to support the educational program of the school.
- C. Explain when, how, and by whom the school's technology plan was developed or why such a plan does not exist.
- D. Describe the staffing in the technology department.
- E. Provide several examples from each division and/or subject area of how classroom teachers are using technology to enhance teaching and learning.

SECTION VI PROGRAM

31. The school's educational resources, including instructional materials and the library, are adequate and support the curriculum.

- A. Are the instructional materials (books, reference materials, periodicals, audio visual materials, computers, software, etc.) adequate to support the curriculum?
- B. Describe the school's philosophical approach and guiding beliefs about its library, the library resources, and the library's connection to teaching and learning. Include how the library and its resources are integrated into the school's curriculum and how the library staff interacts with the rest of the faculty.
- C. Provide examples of how teachers in each division use the library resources to enhance teaching and learning.

Questions for Assessment on Program Resources:

- A. What are the strengths and weaknesses within the area of program resources?
- B. What directions and priorities are envisioned for future action in the area of program resources?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Technology Plan
- ☐ Acceptable Use Policy for Technology
- ☐ Library Curriculum (if not provided in the Curriculum Binder)
- ☐ Technology Curriculum (if not provided in the Curriculum Binder)

Residential Program

This section is to be prepared by schools whose enrollment includes residential students. This section applies to those aspects of the program that are specific to residential life and the relationship of residential life to the rest of the school's program.

Note: In the evaluation of a boarding school, the Visiting Team will not only consider this standard but will also apply all appropriate standards in other sections (e.g. sufficiency and training of staff, adequate physical facilities, etc.) with reference to the boarding as well as the day program.

- 32. The residential program is congruent with the mission and is well defined and implemented to provide a healthy, balanced, and enriched experience for students.**
- A. What are the school's guiding beliefs and assumptions about the way the residential program serves the broad purposes and objectives of the school? How is this reflected in the residential life policies and programs of the school?
 - B. Describe how residential life policies are developed and reviewed. How often are they reviewed? When was the most recent review?
 - C. How does the school determine that boarding students have access to a healthy, balanced, and enriched experience? What support services are available to residential students?
 - D. Describe the residential curriculum including the school's goals for student learning in a residential setting. What leadership opportunities are available to resident students?
 - E. What are the criteria for selecting and assigning residential staff? Describe any specific training for residential staff. Describe the evaluation process for residential staff.
 - F. Describe the standard duties and responsibilities (including schedule) for residential staff.
 - G. How are residential students (and day students, if applicable) integrated into the life of the school? Describe how the relationship between these two groups of students is defined and monitored.
 - H. *If applicable:* Describe your school's program for admitting and accommodating students who reside in homestay or host family environments. Include information about how the school ensures appropriate screening and oversight of the homestay or host family. Describe how the school monitors the safety and well-being of students who reside in homestay or host family environments.

SECTION VI PROGRAM

Questions for Assessment on Residential Program:

- A. What are the strengths and weaknesses of the residential program?
- B. What directions and priorities are envisioned for future action within the residential program?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ List of staffing for the residential program
- ☐ Residential Life Curriculum (if not provided in the Curriculum Binder)

SECTION VII GOVERNANCE

The factual material and questions in this section should be answered by representative members of the governing board, as well as other members of the school community who work closely with the board and who are directly affected by its actions and policies.

33. MAJOR STANDARD: The governing board recognizes its role as a strategic, policy-setting body and delegates to the head the task of managing the operations of the school, while also providing appropriate support.

- A. Describe and evaluate the guidelines that separate and articulate the responsibilities of the board members, the school administration, and faculty. How does the board clearly demonstrate that it delegates to the administration, under the leadership of the head, the task of managing the school?
- B. Provide an example of how the board operates in a way that illustrates its understanding of its role as a strategic, policy-setting body.
- C. Provide an example of how the board supports the head's leadership in managing the operations of the school.

34. MAJOR STANDARD: The governing board is appropriately organized to carry out its fiduciary responsibilities and to ensure the stability of the school.

- A. Describe the organization of the board, including the following information:
 - (1) Length of tenure for board members
 - (2) Qualifications for board members
 - (3) Procedures for selecting board members
 - (4) Qualifications for officers and process of selection
- B. Describe the structure of board meetings, including the following information:
 - (1) How frequently the board meets
 - (2) How minutes are taken and disseminated
 - (3) How the agenda is set
- C. Describe the board committee structure including the following:
 - (1) A list of standing and *ad hoc* board committees
 - (2) The function of each committee
 - (3) How frequently each meets
 - (4) How committee chairs are selected

- (5) Who can serve on these committees
- (6) How committee members are selected
- D. Describe and evaluate the governing board's effectiveness in its oversight of the areas below:
 - (1) Continuity of mission in all areas
 - (2) The development of short- and long-range plans
 - (3) Transitions in board leadership and school leadership
 - (4) The quality of the educational program
 - (5) The adequacy of the physical plant
 - (6) The formulation of appropriate development efforts, including the board's own role
 - (7) Financial stability
 - (8) Fiduciary responsibilities
- E. Describe how the school ensures that the governing board follows the guidelines and rules that govern not-for-profit boards as delineated by the state in which the school resides.

35. The governing board periodically plans for the strategic long-range needs of the school.

- A. Does the school have a strategic/long-range plan in place? If so, when was the plan created and what process was used to create it? If not, when did the school last have a strategic/long-range plan?
- B. Describe how the governing board uses the strategic/long-range plan to guide its work.
- C. Does the board develop and maintain a strategic multi-year financial plan?
- D. Assess the strengths and weaknesses of the current strategic/long-range plan.

36. The governing board incorporates diversity and equity in the formulation of school policy as appropriate to its mission and philosophy.

- A. Describe the ways in which the board monitors how the school and the board demonstrate mission-appropriate commitment to diversity and equity regarding:
 - (1) governance and leadership
 - (2) curriculum
 - (3) support services

- (4) staffing
- (5) school-related activities

- 37. The governing board follows processes for board member recruitment, orientation, education, and regular self-evaluation.**
- A. How are potential board members cultivated and recruited?
 - B. How are new board members oriented to the school and to their role as board members?
 - C. How are all board members kept current in the broad field of education, as well as regarding the management of the school? How does the school promote professional development of its board members?
 - D. What procedures are there for evaluating the effectiveness of board members, as well as of the board as a whole? Describe the procedure for requesting the resignation of an inactive or ineffective board member.
- 38. The governing board hires and enters into a written contract with the head and regularly evaluates the head's performance through a mutually agreed upon procedure.**
- A. Describe the processes for hiring, supporting the professional growth of, evaluating and removing the head of school.
 - B. How does the board set goals and clearly define its expectations of the head? Who is responsible for making sure that mutual expectations are clear and are being met, and that honest and open discussion occurs? How is information gathered about the head's performance? How are concerns communicated?
 - C. If there has been a change of head in the past three years, describe and evaluate the search process and transition.
 - D. Explain any due process procedures whereby the head can address the board with regard to situations in which the head's position may be at risk. Are these procedures defined in the written contract?

Questions for Assessment on Governance:

- A. What are the strengths and weaknesses within the area of governance?
- B. What directions and priorities are envisioned for future action within the area of governance?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Handbook and/or policy manual for governing board
- ☐ Evaluation form/process for governing board
- ☐ Evaluation form/process for head of school
- ☐ Most recent long-range strategic plan
- ☐ Most recent long-range financial plan
- ☐ Most recent Annual Report
- ☐ Agenda and minutes for last year's board meetings

SECTION VIII ADMINISTRATION

Policies and Record Keeping

- 39. The school provides its employees with clear written policies and has a process for ensuring that those policies are applied equitably.**
- A. Describe the process by which the employees are informed about policies and policy changes.
 - B. How and when are the policies reviewed and updated to determine compliance with federal, state and local regulations and to be sure that they meet the current needs of the school? To what extent, if any, are the policies reviewed by legal counsel?
 - C. Describe how compensation policies are designed, implemented and reviewed.
 - D. How does the school determine that policies are effective and that they are administered fairly and equitably?

Questions for Assessment on Policies:

- A. What are the strengths and weaknesses of the school's policies?
- B. What directions and priorities are envisioned for future action in the area of policies?

- 40. The school's policies, programs and decisions support environmental sustainability.**

- A. Describe specific programs and/or policies at the school that support environmental sustainability.
- B. Describe one or two recent decisions that support environmental sustainability.
- C. How are various constituencies of the school (students, parents, faculty, administration, board) encouraged to support environmental sustainability?

Questions for Assessment on Environmental Sustainability:

- A. What are the strengths and weaknesses of the school's support of environmental sustainability?
- B. What directions and priorities are envisioned for future action in the area of environmental sustainability?

SECTION VIII ADMINISTRATION

41. The school maintains and retains accurate, adequate, and secure records on all present and former students and all employees, and these records are available only to authorized individuals.

- A. Describe the a) contents, b) maintenance of, c) retention policy, d) security measures including fire and theft, e) access guidelines, f) disposal of, and g) storage location for each of the following types of files and/or records. Identify whether the contents are paper, electronic, or both.
- 1) applicant files
 - 2) student records
 - 3) alumni records
 - 4) employee files.
- B. Describe any procedures for backing-up electronic files.

Questions for Assessment on Record Keeping:

- A. What are the strengths and weaknesses of record keeping?
- B. What directions and priorities are envisioned for future action in the area of record keeping?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Job descriptions for administrators, including the head
- ☐ School organizational chart
- ☐ Environmental sustainability materials and/or policy
- ☐ Policies of record-keeping including retention, access, contents, etc.

Financial Management

42. MAJOR STANDARD: The school has policies and procedures for the effective oversight of its financial resources.

- A. Describe the staff organization for the financial management of the school.
- B. Describe policies and procedures for:
 - (1) Development, preparation and review of operating and capital budgets
 - (2) Management and distribution of the school's endowment and other investments
 - (3) Daily financial operations
- C. Describe how the school's policies and procedures conform to commonly accepted practices in the area of financial management.

Questions for Assessment on Financial Management:

- A. What are the strengths and weaknesses of the school's financial management?
- B. What directions and priorities are envisioned for future action within the area of financial management?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Federal Form 990
- ☐ State filing PC form
- ☐ Most recent Investment report
- ☐ Retirement plan document
- ☐ Any other financial plan documents

Development

43. The school has a clear understanding of its short and long-term development needs and provides adequate resources for meeting those short- and long-term goals.

- A. Describe the staff organization for managing the school's development or institutional advancement program.
- B. Describe the long-range plan for development, if any. How is this formulated and by whom? What is the process for periodic review of the plan?
- C. Describe the current fundraising programs, including revenue generated and how it is allocated:
 - (1) annual fund
 - (2) capital giving
 - (3) foundation, corporate, and other giving
 - (4) other fundraising programs
- D. Explain how the school communicates in order to enhance its visibility, establish and maintain relationships with constituents, and/or solicit direct fundraising?
- E. How does the school seek to engage its alumni so as to inspire their interest and loyalty?

Questions for Assessment on Development:

- A. What are the strengths and weaknesses of the school's development or institutional advancement program?
- B. What directions and priorities are envisioned for future action within the area of development or institutional advancement?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Annual Fund results (for the last three years)
- ☐ Annual Report (previously mentioned in governance section)

Facilities

44. The school's physical facilities are adequate to support its program.

- A. Describe ways in which the school's facilities enhance and/or hinder the

SECTION VIII ADMINISTRATION

implementation of the curriculum. Provide examples of how the facilities support the school's stated purposes and objectives. What would be required to make the school's facilities more effective?

- B. What recent changes or modifications in the facility has the school made in the last five years to enhance educational instruction?
- C. What, if any, immediate and long-range plans exist for addition to, renovation, and/or replacement of these facilities? How were these identified and prioritized? To what extent and in what ways are these plans periodically reviewed and modified?
- D. Describe the staff organization for managing the school's maintenance, including roles and responsibilities, and use of any outside contractors by the school.
- E. Describe the school's insurance plan(s) including those that cover its physical assets. To what extent do the school's insurance policies provide appropriate coverage for the services offered? To what extent and in what way are these policies periodically reviewed and modified?
- F. Describe provisions for long term replacement and renovation costs and for contingency funding for major plant system failure.

45. The school has a process for monitoring that its physical facilities are in compliance with all federal, state, and local legal and regulatory requirements.

- A. Describe the process to ascertain compliance with regulatory requirements.
- B. Describe physical plant and property maintenance programs carried out by maintenance staff. What processes are in place to ensure that applicable government regulations are applied in all of these areas?

Questions for Assessment on Facilities:

- A. What are the strengths and weaknesses of the school's physical plant and facilities?
- B. What directions and priorities are envisioned for future action within the area of the physical plant and facilities?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

SECTION VIII ADMINISTRATION

- ☐ Campus map including drawings, if available
- ☐ Campus master plan
- ☐ Facilities audit, if available

Food Service

The majority of this section can be skipped if the school does not provide any food services, but all schools must answer 46D.

46. Dining facilities, staff, and menu are adequate for the level of services offered.

- A. Describe the food service program. Include information on staffing.
- B. Describe the dining and food preparation facilities. How is it assured that these facilities meet applicable government health standards?
- C. What are the qualifications and responsibilities of food service employees? Does the school contract its food service to an outside organization? If so, under what agreement?
- D. Describe policies to identify and manage food allergies and/or food restrictions. Include policies that ensure proper handling of meals and snacks in both classrooms and dining facilities.
- E. Describe policies or programs designed to provide and promote healthy and nutritious food options.

Questions for Assessment on Food Service:

- A. What are the strengths and weaknesses of the school's food service program?
- B. What directions and priorities are envisioned for future action within the area of food service?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Policies relating to food service including food allergy policies

SECTION IX HEALTH AND SAFETY

- 47. MAJOR STANDARD: The school has policies and procedures to foster the physical and emotional safety and well-being of its students.**
- A. Describe the school's policies and procedures for fostering the physical safety of the students.
 - B. Describe the school's policies and procedures for protecting students from sexual misconduct. Responses should contain information about, but not limited to, boundary training, training on state-specific mandated reporter laws, guidelines for investigating allegations, minimizing retaliation, and other efforts to prevent, identify, and respond to allegations of sexual misconduct.
 - C. Describe the school's policies and procedures for fostering the emotional safety and well-being of the students. Include any policies related to anti-bullying and/or harassment.
 - D. Provide an example of how the school monitored and addressed an issue with either the physical or emotional safety of a student or group of students.
- 48. The school's health care services for students and employees are administered and carried out by personnel whose training and experience are adequate and appropriate for the level of services offered.**
- A. Describe the school's health care services, including personnel, facilities and scope of services. Are the facilities accessible and do they provide appropriate privacy? What are the school's provisions for safe handling and dispensing of medications?
 - B. How are student and employee health records safeguarded?
- 49. The school has a process for monitoring its compliance with all federal, state, and local legal and regulatory requirements concerning health and safety.**
- A. Describe the process the school uses to monitor compliance with regulatory requirements.
 - B. Describe the processes through which the school is inspected by local departments, such as fire and health departments, to ensure the safety of children.
- 50. The school has a written protocol to be followed in the case of emergencies and/or crises.**
- A. Describe the protocol for emergency situations, including roles and responsibilities. Identify whether protocols exist for fire, lockdown, weather

SECTION IX HEALTH AND SAFETY

related emergencies, missing students, medical emergencies, etc. Is the protocol in written form? How is it disseminated?

- B. Are these protocols practiced? If so, how often and who participates?
- C. Are these protocols reviewed? If so, how often and who participates?
- D. Describe procedures for notifying parents in the event of an emergency.

Questions for Assessment on Health and Safety:

- A. What are the strengths and weaknesses within the area of health and safety?
- B. What directions and priorities are envisioned for future action within the area of health and safety?

SECTION PREPARED BY: (List names and titles of committee members)

List of Supplementary Materials:

- ☐ Health and safety documents or location of postings
- ☐ List of all health care providers, including credentials and experience
- ☐ Emergency/Crisis Manual or Plan
- ☐ Samples of emergency and other health-related forms
- ☐ Harassment Policy and/or Anti-Bullying Policy (if available)
- ☐ Policies related to appropriate boundaries and/or sexual misconduct

APPENDIX I PROFESSIONAL DEVELOPMENT SURVEY

APPENDIX I: PROFESSIONAL DEVELOPMENT SURVEY

This survey is to be completed by all employees.

Position: Teacher Administrator Support Staff (circle one)

Years at the school: _____

Please complete the relevant section of the survey according to your role at the school.
Circle the response that best fits your assessment of the value and frequency of each activity.
If a category does not apply, simply leave it blank.

TEACHERS: Choose a number AND a letter for each category.

My Own Professional Development:

1 = of little value to me

2 = valuable and I should do much more

3 = valuable and I should do more

4 = valuable and I am satisfied with what I do

The School's Professional Development Program:

A = the school should offer many more opportunities

B = the school should offer more opportunities

C = the school offers sufficient opportunities

1	2	3	4	Visiting classes of my colleagues	A	B	C
1	2	3	4	Visiting other schools	A	B	C
1	2	3	4	Participation in school evaluation processes	A	B	C
1	2	3	4	For beginning teachers: Observations of my classes by supervisor	A	B	C
1	2	3	4	Observations of my classes by peers	A	B	C
1	2	3	4	For veteran teachers: Observations of my classes by supervisor	A	B	C
1	2	3	4	Observations of my classes by peers	A	B	C
1	2	3	4	In-house workshops during the academic year	A	B	C
1	2	3	4	In-house workshops during the summer	A	B	C
1	2	3	4	Outside speakers brought into school	A	B	C
1	2	3	4	Outside workshops, seminars, and conferences that I attend	A	B	C
1	2	3	4	Membership in professional organizations	A	B	C
1	2	3	4	Enrollment in college/graduate level courses	A	B	C
1	2	3	4	Enrollment in Online/Distance learning courses	A	B	C
1	2	3	4	Professional Learning Community/Critical Friends Group (if applicable)	A	B	C

Comments:

APPENDIX I PROFESSIONAL DEVELOPMENT SURVEY

ADMINISTRATORS: Choose a number AND a letter for each category.

My Own Professional Development:

- 1 = of little value to me
 2 = valuable and I should do much more
 3 = valuable and I should do more
 4 = valuable and I am satisfied with what I do

The School's Professional Development Program:

- A = the school should offer many more opportunities
 B = the school should offer more opportunities
 C = the school offers sufficient opportunities

1	2	3	4	Observations/Visits to classrooms of beginning faculty	A	B	C
1	2	3	4	Observations/Visits to classrooms of veteran faculty	A	B	C
1	2	3	4	Membership in Professional Organizations	A	B	C
1	2	3	4	Outside speakers I bring into school	A	B	C
1	2	3	4	Attendance at outside workshops, seminars, and conferences	A	B	C
1	2	3	4	Enrollment in college/graduate courses	A	B	C
1	2	3	4	Enrollment in Online/Distance Learning Courses	A	B	C

Comments:

SUPPORT STAFF: Choose a number AND a letter for each category.

My Own Professional Development:

- 1 = of little value to me
 2 = valuable and I should do much more
 3 = valuable and I should do more
 4 = valuable and I am satisfied with what I do

The School's Prof. Dev. Program:

- A = the school should offer many more opportunities
 B = the school should offer more opportunities
 C = the school offers sufficient opportunities

1	2	3	4	Participation in school evaluation processes	A	B	C
1	2	3	4	Outside speakers brought into school	A	B	C
1	2	3	4	Attendance at outside workshops, seminars, and conferences	A	B	C
1	2	3	4	Membership in professional organizations	A	B	C
1	2	3	4	Enrollment in college/graduate courses	A	B	C
1	2	3	4	Enrollment in Online/Distance learning courses	A	B	C

Comments:

APPENDIX II: SUPERVISION AND EVALUATION SURVEY

ALL EMPLOYEES:

My last evaluation:

Approximate date of your last formal evaluation: _____

What did this evaluation entail (meetings with supervisor, meetings with peers, class observations, goal setting, etc.):

Did you find the evaluation helpful? Informative? Effective?

Was there a formal write-up of your evaluation?

Do you have any suggestions to help improve the evaluation process?

APPENDIX II ADMISSION CHARTS

APPENDIX III: ADMISSION CHART GENERAL STATISTICAL INFORMATION

Please use statistics from the current year and the four previous years.

SCHOOL YEAR					
-------------	--	--	--	--	--

ADMISSION: (data in #)

Inquiries					
Interviews or visits					
Applications					
Acceptances					
Yield (as a percentage)	%	%	%	%	%
Siblings enrolled					

FINANCIAL AID: (data in \$)

Funds allocated					
Funds granted					

EXPENDITURES: (data in %)

Aid granted as % of tuition revenue	%	%	%	%	%
Aid to faculty children as % of aid granted	%	%	%	%	%
Aid to students of color as % of aid granted	%	%	%	%	%
% of students of color receiving aid	%	%	%	%	%
% of aid to boys/% of aid to girls	%/ %	%/ %	%/ %	%/ %	%/ %

ENROLLMENT: (data in #)

Total enrolled					
Total families					
Boys					
Girls					
Attrition (as a percentage, see formula below*)	%	%	%	%	%

*((previous year's enrollment - graduates) – (total enrollment - new students))÷(previous year's enrollment – graduates)

APPENDIX II ADMISSION CHARTS

STUDENTS OF COLOR — STATISTICAL INFORMATION

In filling out each section use statistics from the current year and the four previous years.

SCHOOL YEAR					
--------------------	--	--	--	--	--

ENROLLMENT: (# of)

Total SOC enrolled					
Total SOC families					
Asians					
African Americans					
Latinos					
Pacific Islanders					
Bi/Multi Racial					
Native Americans					
Others (Identify)					

ADMISSION PROCESS: (# of)

SOC Interviewed					
SOC Applications					
SOC Accepted					
SOC Enrolled					

SOC ENROLLMENT BY GRADE: (# of)

Grades: K (include N-PreK)					
1					
2					
3					
4					
5					
6					
7					
8					
9					

APPENDIX III STAFFING CHART

APPENDIX IV: STAFFING CHART

STAFFING — STATISTICAL INFORMATION

In filling out each section use statistics from current year and the four previous years.

Include all paid personnel: teaching faculty, administrators, and support staff.

SCHOOL YEAR					
--------------------	--	--	--	--	--

STAFF ADDITIONS

Replacements					
New Positions*					
New Programs*					
Other (please elaborate)					
TOTAL					

*Since new programs sometimes create the need for new positions, you may want to describe the relationship between these two categories.

STAFF ATTRITION

Resignation					
Retirement					
Leave					
Position Eliminated					
Other					
TOTAL					

STAFF COMPOSITION

Women					
Men					
Persons of Color*					
Full - time					
Part - time					
# with Master's					
# with Doctorate					

*Please specify numbers of staff in each category (Asians, African Americans, Latinos, Pacific Islanders, Bi/Multi Racial, Native Americans, Other)

APPENDIX III STAFFING CHART

CURRENT TEACHING STAFF CHART

Please complete the Current Teaching Staff Chart using marks within the boxes to indicate each individual.

YEARS AT YOUR SCHOOL	21 +					
	16 - 20					
	11-15					
	6 - 10					
	0 - 5					
		0 – 5	6 - 10	11 - 15	16 - 20	21 +
TOTAL YEARS OF TEACHING EXPERIENCE						

APPENDIX V: INDICATIONS OF FAILURE

How does a Visiting Team determine whether a School fails a Major Standard? The existence of any one of the following “indications of failure” could constitute a failed Standard.

9. **MAJOR STANDARD: There is a high degree of congruence between the school’s stated mission and philosophy and its operations and culture.**

Indications of Failure:

- There are dramatic differences between the mission and culture.
- There are dramatic differences between the mission and operations.
- There is significant confusion about the mission and there are various and disparate interpretations of the mission among or between constituencies.
- The mission is stated inconsistently in the school’s published materials.
- The mission statement misleads the public about the actual nature and culture of the school.

16. **MAJOR STANDARD: Faculty, administrators and support staff are well suited to their specific responsibilities by training, education and/or experience.**

Indications of Failure:

- Many employees not well suited to their positions.
- Serious and pervasive signs of incompetence.

19. **MAJOR STANDARD: Faculty, administrators and support staff participate in a clearly defined program for professional growth.**

Indications of Failure:

- No clearly defined program for professional growth.
- No established expectations for professional growth.
- Little evidence of professional growth occurring with employees.

- 20. MAJOR STANDARD: The school has a clearly defined and implemented program for the regular supervision and evaluation of faculty, administration, and support staff performance.**

Indications of Failure:

- No program for supervision and evaluation exists.
- Supervision and evaluation are not occurring for at least one subset of employee.
- The program for supervision and evaluation is not clearly defined.
- Supervision and evaluation is sporadic, cursory, and inconsistent.
- There is no written documentation of evaluations.

- 22. MAJOR STANDARD: The school's curriculum and teaching methods are congruent with its stated mission and philosophy.**

Indications of Failure:

- Classroom observations and interviews with faculty show little or no awareness of an alignment with mission and philosophy.
- Teaching methods are not reflective of the mission and philosophy.
- The curriculum is not reflective of the mission and philosophy.

- 24. MAJOR STANDARD: The faculty and administration have a consistent process by which they regularly document, review, evaluate, and revise the educational program.**

Indications of Failure:

- The curriculum is not documented or documentation is very minimal.
- The curriculum is never, or is infrequently, reviewed in a comprehensive, thoughtful way.
- The educational program is not regularly evaluated.
- There is no system by which the curriculum can be revised and updated.
- There is no evidence of any curriculum revisions and updates.

- 33. MAJOR STANDARD: The governing board recognizes its role as a strategic, policy-setting body and delegates to the head the task of managing the operations of the school, while also providing appropriate support.**

Indications of Failure:

- The Board is actively involved in the day-to-day operations of the school.
- The Board is unable or unwilling to limit itself to strategic oversight of the school.
- The Board's support of the Head of School is clearly inadequate.

APPENDIX IV INDICATIONS OF FAILURE

- The relationship between the Head of School and the Board is dysfunctional and no plans are in place to remedy the situation.

34. MAJOR STANDARD: The governing board is appropriately organized to carry out its fiduciary responsibilities and to ensure the stability of the school.

Indications of Failure:

- There is not sufficient capacity on the board to carry out its necessary duties.
- There are no committees of the board.
- Committees of the board are dysfunctional and/or do not meet with regularity.
- The board is not actively working to ensure the stability of the school.

42. MAJOR STANDARD: The school has policies and procedures for the effective oversight of its financial resources.

Indications of Failure:

- There are no policies and procedures for financial oversight.
- Policies and procedures for financial oversight are not clear.
- Financial policies and procedures are clearly ineffective.
- The school's oversight of its financial resources is clearly inadequate and no plans are in place to remedy the situation.

47. MAJOR STANDARD: The school has policies and procedures to foster the physical and emotional safety and well-being of its students.

Indications of Failure:

- There are no behavior expectations in place for students.
- There are no behavior expectations in place for adults.
- There are no procedures for disciplinary action.
- Conditions at the school put students at risk for physical danger.
- Supervision of students is inadequate.
- Conditions at the school do not promote ethical treatment of others.
- Claims of harassment, bullying, and/or sexual assault are neither taken seriously nor investigated.

APPENDIX V VOTE SHEET

APPENDIX VI: VOTE SHEET USED BY VISITING TEAM

The following Standards for Accreditation are the basis for the AISNE Membership Committee's recommendation of a school's accreditation status to the AISNE Board. It is recommended that schools self-assess their alignment with the AISNE Standards during the self-study phase using this same format that will be used by the Visiting Team.

VOTING PROCEDURES: Unanimous voting is not required. A Standard fails if all or a majority of the team votes "failed." A recommendation is provided by the Visiting Team for every failed Standard and typically for those Standards that all or a majority vote "needs to improve." A school will be recommended for provisional accreditation if it fails a) one or more Membership Criteria b) one or more Major Standards, or 3) seven or more General Standards.

SECTION I — MEMBERSHIP CRITERIA

The school conforms to requirements for membership in AISNE in that it:

	YES	NO
1. Has a clear statement of mission and philosophy.	_____	_____
2. Consists of three or more consecutive grades in kindergarten through grade nine or equivalent.	_____	_____
3. Is incorporated as a not-for-profit organization as attested by federal and state records.	_____	_____
4. Has a non-discrimination statement as required by law.	_____	_____
5. Is governed by an appropriately constituted and substantially independent governing board, in accordance with the by-laws of the corporation.	_____	_____
6. Has policies and procedures to ensure that any perceived or actual conflicts of interest for board members are disclosed and managed appropriately.	_____	_____
7. Has an annual audit of school's financial statements, performed by an independent certified public accountant, that demonstrates adequate financial resources to carry out its mission.	_____	_____

APPENDIX V VOTE SHEET

EXEMPLARY	GOOD	NEEDS TO IMPROVE	FAILED
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SECTION II — SELF STUDY DOCUMENT

- | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|
| 8. The school has completed a thorough and inclusive Self-Study as outlined in the AISNE School Accreditation Handbook, documented its strengths and weaknesses, and described any plans to implement change. | _____ | _____ | _____ | _____ |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|

SECTION III – MISSION AND PHILOSOPHY

- | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|
| 9. MAJOR STANDARD: There is a high degree of congruence between the school's stated mission and philosophy and its operations and culture. | _____ | _____ | _____ | _____ |
| 10. The school periodically reviews its mission and philosophy. | _____ | _____ | _____ | _____ |
| 11. The school has policies and procedures that foster a cohesive and inclusive community in which all students are treated respectfully and are successfully integrated into the school community. | _____ | _____ | _____ | _____ |

SECTION IV: ADMISSION AND COMMUNICATIONS

ADMISSION

- | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|
| 12. The school has a clearly articulated admission process that is consistent with its mission and communicated in writing to prospective candidates and their families. | _____ | _____ | _____ | _____ |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|

APPENDIX V VOTE SHEET

	EXEMPLARY	GOOD	NEEDS TO IMPROVE	FAILED
COMMUNICATIONS				
13. The school has established means for communicating clear, substantive, and timely information to parents/guardians concerning programs, procedures, and the progress and development of their children.	_____	_____	_____	_____
14. The school has established means for families to express their questions and concerns to the appropriate school personnel.	_____	_____	_____	_____
15. The school works to build a positive relationship with the local community.	_____	_____	_____	_____

SECTION V: STAFFING

COMPOSITION

16. MAJOR STANDARD: Faculty, administrators and support staff are well suited to their specific responsibilities by training, education and/or experience.	_____	_____	_____	_____
17. Faculty, administrators, and support staff are sufficient in number.	_____	_____	_____	_____
18. The school's hiring practices are fair, transparent, and inclusive.	_____	_____	_____	_____

PROFESSIONAL DEVELOPMENT

19. MAJOR STANDARD: Faculty, administrators and support staff participate in a clearly defined program for professional growth.	_____	_____	_____	_____
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APPENDIX V VOTE SHEET

	EXEMPLARY	GOOD	NEEDS TO IMPROVE	FAILED
<i>SUPERVISION AND EVALUATION</i>				
20. MAJOR STANDARD: The school has a clearly defined and implemented program for the regular supervision and evaluation of faculty, administration and support staff performance.	_____	_____	_____	_____
<i>SCHOOLS WITH INTERNSHIP/APPRENTICE TEACHING PROGRAMS</i>				
21. The school's Internship/Apprentice Teaching program is effective.	_____	_____	_____	_____
SECTION VI: PROGRAM				
<i>CURRICULUM AND INSTRUCTION</i>				
22. MAJOR STANDARD: The school's curriculum and teaching methods are congruent with its stated mission and philosophy.	_____	_____	_____	_____
23. The School's curriculum is informed by research regarding teaching and learning.	_____	_____	_____	_____
24. MAJOR STANDARD: The faculty and administration have a consistent process by which they regularly document, review, evaluate, and revise the educational program.	_____	_____	_____	_____
25. The school periodically collects and uses information and data regarding current students and graduates to inform curricular decisions and classroom instruction, as appropriate to its mission.	_____	_____	_____	_____
26. The school's extracurricular, co-curricular, and ancillary programs are congruent with its mission and philosophy.	_____	_____	_____	_____

APPENDIX V VOTE SHEET

	EXEMPLARY	GOOD	NEEDS TO IMPROVE	FAILED
27. The school's curriculum reflects appropriate continuity and sequence across the grades and divisions.	_____	_____	_____	_____
28. The program content, teaching methods, and assessment practices accommodate student developmental levels, learning styles, and abilities.	_____	_____	_____	_____
29. The school's teaching practices, curriculum and broader educational program reflect a commitment to social justice, inclusivity and diversity, as appropriate to its mission.	_____	_____	_____	_____
PROGRAM RESOURCES				
30. The school integrates technology in a way that is congruent to its mission.	_____	_____	_____	_____
31. The school's educational resources, including instructional materials and the library, are adequate and support the curriculum.	_____	_____	_____	_____
RESIDENTIAL PROGRAM				
32. The residential program is congruent with the mission and is well defined and implemented to provide a healthy, balanced, and enriched experience for students.	_____	_____	_____	_____
SECTION VII: GOVERNANCE				
33. MAJOR STANDARD: The governing board recognizes its role as a strategic, policy-setting body and delegates to the head the task of managing the operations of the school, while also providing	_____	_____	_____	_____

APPENDIX V VOTE SHEET

appropriate support.

	EXEMPLARY	GOOD	NEEDS TO IMPROVE	FAILED
34. MAJOR STANDARD: The governing board is appropriately organized to carry out its fiduciary responsibilities and to ensure the stability of the school.	_____	_____	_____	_____
35. The governing board periodically plans for the strategic long-range needs of the school.	_____	_____	_____	_____
36. The governing board incorporates diversity and equity in the formulation of school policy as appropriate to its mission and philosophy.	_____	_____	_____	_____
37. The governing board follows processes for board member recruitment, orientation, education, and regular self-evaluation.	_____	_____	_____	_____
38. The governing board hires and enters into a written contract with the head and regularly evaluates the head's performance through a mutually agreed upon procedure.	_____	_____	_____	_____

SECTION VIII: ADMINISTRATION

POLICIES AND RECORD KEEPING

39. The school provides its employees with clear written policies and has a process for ensuring that those policies are applied equitably.	_____	_____	_____	_____
40. The school's policies, programs and decisions support environmental sustainability.	_____	_____	_____	_____

APPENDIX V VOTE SHEET

	EXEMPLARY	GOOD	NEEDS TO IMPROVE	FAILED
FINANCIAL MANAGEMENT				
42. MAJOR STANDARD: The school has policies and procedures for the effective oversight of its financial resources.	_____	_____	_____	_____
DEVELOPMENT				
43. The school has a clear understanding of its short and long-term development needs and provides adequate resources for meeting those short and long term goals.	_____	_____	_____	_____
FACILITIES				
44. The school's physical facilities are adequate to support its program.	_____	_____	_____	_____
45. The school has a process for monitoring that its physical facilities are in compliance with all federal, state, and local legal and regulatory requirements.	_____	_____	_____	_____
FOOD SERVICE				
46. Dining facilities, staff, and menu are adequate for the level of services offered.	_____	_____	_____	_____
SECTION IX: HEALTH AND SAFETY				
47. MAJOR STANDARD: The school has policies and procedures to foster the physical and emotional safety and well-being of its students.	_____	_____	_____	_____
48. The school's health care services for students and employees are administered and carried out by personnel whose training and experience are adequate and appropriate for the level of services offered.	_____	_____	_____	_____

APPENDIX V VOTE SHEET

	EXEMPLARY	GOOD	NEEDS TO IMPROVE	FAILED
49. The school has a process for monitoring its compliance with all federal, state, and local legal and regulatory requirements concerning health and safety.	_____	_____	_____	_____
50. The school has a written protocol to be followed in the case of emergencies and/or crises.	_____	_____	_____	_____



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