Hawaiʻi Association *of* Independent Schools

The Western Association *of* School and Colleges

SPRING 2018
Revised Edition

PROCEDURES *for* APPRAISING

the INDEPENDENT SCHOOL

Spring 2018

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Preface

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

Central to the accreditation process is the fundamental belief of continual school improvement, best resulting from a process that favors depth over breadth and calls for analysis and reflection, rather than exhaustive description and reporting; a process which is fundamentally oriented around teaching and learning. This manual asks schools to focus on key challenges and opportunities -- the most important projects and problems to which the school wants to devote its resources in the next few years.

It is important to emphasize that challenges and opportunities should not only be addressed as deficiencies, but also as preserving and building on strengths. The accreditation process is intended to help schools both identify and address strengths as well as areas needing improvement. More, the accreditation process is designed to assist schools in engaging the energies of all community members in developing plans to strengthen the program, as well as invite school communities to be honest, reflective, and *gratified* by the process.

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

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

A primary goal of accreditation is to provide the opportunity for self-reflection and rich internal dialogue that continue beyond the production and submission of a self-study document. This is encapsulated in the Future Planning Document requirement - a forward-thinking document to be completed within 6 months of the Full Visit and includes the school's strategic priorities. This enables schools to take meaningful advantage of the feedback they receive from the visiting team and to integrate it not only with the self-study findings, but also with other institutional processes (such as strategic planning) that allow for a truly consolidated approach to mapping the school's future. And, ideally, will also help make in-depth reflection and analysis part of what every school engages in, and is rewarded by, long after the formal self-study has been completed.

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Introduction: The School Profile

The school's introduction to its self-study is a narrative profile of the school that contains descriptive and identifying information and basic overview data to provide a sense of the school and its context for the Visiting Committee, the HAIS Boards of Standards, and the WASC Commission. The profile should be specific and documentary rather than aspirational. This is the place to highlight aspects of your school that are notable. This introduction should be approximately 750 to 1500 words.

The following are intended as prompts to assist the school in writing the introduction, although other information that the school deems important can also be included:

1. Summarize the history of the school, its nature and scope, its founding philosophy, and its current mission.
2. Provide the important basic facts of the school (*e.g.* location, size of campus, number of students and faculty, leadership structure, etc.)
3. Describe the racial, ethnic, cultural, and socioeconomic mix of the student and faculty populations.
4. Provide information on such considerations as local area demographics and parent occupations, if available.
5. Describe the structure and composition of the school's Board of Trustees.
6. Describe the general financial circumstances of the school.
7. Provide summary information about the faculty.
8. Provide summary information about the alumni/ae.
9. Give examples of any particularly unique identifying features of the school.
10. Briefly mention any significant institutional changes that have occurred since the prior accreditation.
11. Add other information, including highlights of specific or notable aspects of the school, that might be useful to help the Visiting Committee understand the school.

The Self-Study Process

Following the School Profile, please provide a list, including names and titles, of the members of the school's self-study Steering Committee. In addition, please describe and evaluate the process used by the school in producing the self-study (this should be approximately one page or less).

Essential elements of school improvement are incorporated into the accreditation process.
These elements include:

- The involvement and collaboration of the school community in the self-study.
- The clarification of the school's purpose and learning expectations.
- The assessment of the actual student program and its impact on student personal and academic growth with respect to the standards.
- The collection and analysis of data and evidence to arrive at answers to questions and conclusions about strengths and areas of improvement.

Thus, accreditation provides means for a school to attain curricular improvement, strategic planning, staff development restructuring and sound financial planning.

Progress Report

  The progress report provides a vehicle for the school to communicate the progress that it has made since the last accreditation visit with respect to the major recommendations of the Visiting Committee report. The Steering Committee, working with other self-study committees, should conscientiously review the progress made on each major recommendation and prepare this final progress report. For schools nearing the end of their accreditation cycle, the progress report in the new self-study may draw upon and reiterate the major points articulated in the mid-cycle progress report or the Future Planning Document (action plan), along with information that addresses significant developments that have occurred since that time. Provisional schools undertaking their first HAIS self-study are not required to include a progress report, if they are not currently accredited by any other accrediting body, as they have no prior HAIS recommendations to respond to.

  The progress report should include a summary of actions taken to address the Visiting Committee's major recommendations only. In addition to responses to previous major areas of growth, the school should comment on anything in the Future Planning Document or the Progress Report that is not covered in the first set of responses.

  Each major recommendation should be stated and followed by a narrative description that includes the following:

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

Independent School Dashboard: Critical Data for School Improvement

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

This set of worksheets, each of which is designed to display charts based on the data that the school enters, is based on the NAIS Trustee Dashboard. The Excel workbook may be downloaded from the HAIS website. Schools are asked to enter their data in the yellow-shaded cells; the black text is automatically calculated by the Excel formulae. Please note that most of this data may be taken directly from the school's entries into NAIS' StatsOnline.

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

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

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

Schools may see some comparison data for independent schools, nationally and regionally, at StatsOnline at www.nais.org.

Reference Materials to Accompany the Self-Study and be submitted prior to the Previsit

Please submit the following documents to the Visiting Committee Chair and HAIS with the final draft of the self-study or provide appropriate links to the school's website where the documents can be accessed.

1. Map or sketch of the campus for use by the Visiting Committee
2. Admissions packet, including all forms required for application
3. Brochures, current viewbook, and admissions-related marketing materials
4. Financial aid/tuition assistance information and application forms
5. Student and parent handbooks
6. School calendar
7. Curriculum guide or overview
8. Faculty/employee handbook
9. Faculty evaluation protocol
10. Evaluation protocol for non-faculty employees
11. List of all administrators, providing name, title, date of appointment, education and degrees earned, and prior professional experience
12. Job descriptions for all administrators and support staff members
13. Audit from the fiscal year preceding the visit. (submitted to HAIS with the final draft of the self-study)
14. Current-year budget
15. Most recent monthly operating statement (with comparisons between budgeted and actual amounts)
16. Most recent Annual Report (typically from the Development Office)
17. Copy of the school's current bylaws (noting date of adoption)
18. List of all members of the governing body, noting occupations (and current employers), years of service on the Board, and committee assignments
19. Calendar of meetings for the governing body
20. Description of the committee structure for the governing body
21. Summary of the most recent self-evaluation of the governing body
22. A copy of the school's Child Safety Policy and Procedure
23. Concussion Management Plan

Section I: Institutional Core Values, Purpose, and Aspirations

1. Mission

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

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

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

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

Baseline Requirements Checklist for Standard 1: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

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

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

1. A mission statement is critical to understanding all institutional decision-making with respect to people, program, physical plant, financial resources, community relationships, and other important factors. Accordingly, please provide here the text of the school's mission statement.
2. Describe the most recent review of the mission statement and explain why it was or was not changed.
3. Provide two or three specific examples of how the mission statement played a role in major decision-making or planning since the last self-study.

4. In considering the alignment of the school's mission statement with the current operations of the school and the compatibility of the components of the mission statement with each other, explain any areas in which there is tension or lack of alignment or compatibility. What efforts are being made to resolve these issues?
5. With respect to the mission, what are the school's areas of greatest strength, and in what areas would the school like to improve?

Section II: Teaching and Learning

2. Educational Program

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

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

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

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

Baseline Requirements Checklist for Standard 2: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The school has a written, published, comprehensive curriculum document that informs decisions and communicates publicly about the school's academic program.	Yes☐ No☐

The school securely maintains student performance records. *Note:* Also required for Standard 3.	Yes☐ No☐

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

1. Taking into account the future world in which the school sees its students living, describe how the curriculum is informed by that vision.
2. Describe and evaluate the rationale, process, and outcomes of the school's most recent significant curricular changes. How do these changes relate to the school's mission?
3. To what extent is the curriculum constrained by expectations or demands imposed by secondary schools or colleges to which the school's students apply for admission?
4. How does the school monitor and assess the success of its students once they have graduated? What does this information reveal about the school's curriculum, co-curriculum, and the students' experience of the school?
5. How effective is the curricular program in terms of the stated mission, and how does the school assess and determine this?
6. How do the annual instructional hours, as indicated by the school calendar, meet programmatic and student learning goals, aligned with the school's mission?
7. Evaluate the effectiveness of the school's co-curricular programs in light of the school's mission. What evidence did the school use in reaching its conclusions?
8. What would the school point out as the greatest strengths of its overall educational program?
9. Prioritize and explain the two to five most pressing curricular and/or co-curricular issues that the school needs to address. If possible, identify strategies that the school might use as it moves ahead with this work.

Section II: Teaching and Learning

3. The Student Learning Experience

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

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

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

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

11. The school actively strives to create a daily schedule and an annual calendar that allow for students to be productively challenged and engaged, while avoiding structures and practices that lead to unmanageable student workloads and debilitating stress.
12. Students themselves express a high level of enthusiasm for and engagement with their academic work in particular and their school experience in general.
13. Parents generally observe and report that their children have a high level of interest and engagement in learning at the school.
14. Age-appropriate opportunities are in place for students to provide feedback on their experience of the teaching and learning environment of the school.

Baseline Requirements Checklist for Standard 3: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The school securely maintains student performance records. *Note:* Also required for Standard 2.	Yes☐ No☐

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

1. What are the fundamental assumptions or beliefs about how students best learn that guide the school's work? How are those beliefs enacted in the classroom, and how effective are they in promoting student learning?
2. How does the school gather input directly from the students themselves, and how is this information used in curricular and other decision-making? In other words, how does the school ensure that student feedback is regularly taken into account?
3. Evaluate the effectiveness of: (a) the school calendar, (b) the school schedule, (c) class size, and (d) student-teacher ratio and how they reflect the values that the school holds, and impact the student learning experience?
4. If a team of campus anthropologists were to systematically visit all of the classrooms, labs, studios, athletic fields, and other learning spaces at the school during a normal class day, what typical types of learning activities would they observe the students undertaking? Which of these learning activities would be most common or dominant? To what extent would the students regularly appear to be excited or engaged by their learning? In what ways would these activities be reflective of the school's mission and assumptions or beliefs about learning?
5. Given the importance of evaluating the school's practices in educational assessment:
   - Describe the discussions occurring in the school about the nature of effective assessment. How have these discussions informed assessment practices across the grades and/or deepened teachers' understanding of assessment?
   - How does the school determine the quality of students' engagement and their growth as learners, particularly given the school's mission and the objectives of the educational

program? What specific kinds of evidence have been most useful in assessment of engagement and learning.

- What was determined through the process of assessing the quality of student engagement and what action will follow from what you have learned?

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

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

8. In the past few years, what have students and alumni/ae generally reported as the most valuable or appealing features of the learning experience, as well as areas that the school should work to improve? Has the school made any changes in response?

9. With respect to the student learning experience, what areas should the school address to optimize student learning?

Section II: Teaching and Learning

4. Faculty and Pedagogy

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

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

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

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

Baseline Requirements Checklist for Standard 4: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

A process of faculty evaluation and support is regularly undertaken and documented.	Yes☐ No☐

The school has an orientation process for new faculty and staff.	Yes☐ No☐

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

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

Section II: Teaching and Learning

5. Climate and Community

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

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

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

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

Baseline Requirements Checklist for Standard 5: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The school has clearly stated policies and expectations regarding the behavior of members of the school community, which are well publicized in handbooks, on websites, or by other means.	Yes☐ No☐

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

1. Briefly describe the climate of the school. How does the school assess its climate, and how are members of the community, including students, engaged in conversations about the results?
2. What are the recurring rituals and traditions in the school that feel "sacred" to students and adults? How do they capture or express—and in what ways do they challenge—the school's identity and core values?
3. Every school is a self-renewing community, into which new members—students and adults alike— are continuously invited. Assess the effectiveness with which newer generations enter into, come to embody, and in turn change, the culture of the school.
4. How effectively does the school engage alumni/ae, grandparents, and others beyond the immediate members of the school community?
5. With what diversity-related issues does the school most seriously grapple? How has the school made progress in addressing diversity through the curriculum and in the life of the school? How does the school ensure a safe, inclusive and equitable learning environment for the entire community?
6. How do current parents contribute to a positive school climate and strengthen the sense of community on which institutional health depends?
7. Provide a recent specific example of healthy, effective communication between faculty and administration regarding a difficult issue. What factors made it successful?
8. Reflect on what sustains and strengthens the school's climate and community and what its vulnerabilities and greatest challenges might be. What steps could be taken to reduce the school's vulnerability in this area. Reflect on a time in the last seven years when the climate of the school became significantly challenging. Describe the process used to identify and address the problems that arose.
9. Cite concrete examples—a major event, achievement, crises, and/or challenges—where the character of the school community clearly showed itself and that also highlight the school's greatest areas of strength as they relate to climate and community.
10. Take 10 pictures or five 30-second videos that richly convey the climate of the school. Please submit them with an explanation of how these particular samples were created and why they were chosen.
11. With respect to the climate and community, what are the school's areas of greatest strength, and in what areas would the school like to improve?

6. Residential Life

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

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

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

1. There are clearly defined responsibilities for the residential staff, which is well trained and highly qualified. Staff training is based on an explicit set of values and goals for the boarding student experience.
2. All faculty, staff, and administration understand and are capable of serving *in loco parentis* on behalf of boarding students.
3. Facilities are safe and well maintained.
4. There is effective supervision of boarding students, both on and off campus.
5. Opportunities have been created for student participation in review of program.
6. Thoughtful programming and activities for students after class hours and on weekends are mission-driven, with a clear rationale based on social development objectives.
7. The residential community thrives in a climate of trust, care, honesty, and collaboration that is evident and palpable.
8. There are comprehensive, well developed residential policies that are consistently applied and regularly reviewed.

Baseline Requirements Checklist for Standard 6: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

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

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

1. Describe and evaluate how residential life policies are developed, along with the frequency of and process for their review.
2. How are residence program staff members selected and trained?
3. How is the performance of the residence program staff members evaluated? What constitutes success and effectiveness in meeting the goals and objectives of the residence program?
4. Evaluate how the school assists new students to transition successfully into boarding school life. Evaluate the effectiveness of this support.
5. How does the school balance student needs for independence and freedom with the school's responsibilities for adult supervision? How is the effectiveness of this balance reviewed and assessed?
6. How does the school help boarding students integrate into their thinking and behavior the stated social values of the school (on such topics as drugs, alcohol, sexuality, and personal integrity)? Evaluate the effectiveness of this support.
7. Evaluate the effectiveness of the school's efforts to meet the social and emotional needs of the students in the boarding program.
8. How does the residence program support the mission of the school? (This question is to be answered by schools that have recently added a boarding program to what was originally a day-school structure).
9. Describe and evaluate the relationship between the boarding and day programs and their impact on the relationship between these two groups of students (if applicable).
10. How are the needs of students from diverse economic, racial, ethnic, religious, and social backgrounds identified and addressed in the residence program?
11. How does the school facilitate communication with the parents and/or guardians of boarding students?
12. What are the chief areas of strength and significant needs for improvement in the school's boarding program?

Section II: Teaching and Learning

7. Preschool

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

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

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

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

Baseline Requirements Checklist for Standard 7: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The preschool is in compliance with applicable federal, state, and local regulations mandated for preschool programs.	Yes☐ No☐
The faculty and administration share information with parents regarding their children's progress and growth on a regular and ongoing basis.	Yes☐ No☐
The school maintains documentation demonstrating that the faculty and staff are qualified for their roles as early childhood educators.	Yes☐ No☐
All inspections of the site are up-to-date and documented.	Yes☐ No☐
A parent handbook contains policies and procedures specific to preschool.	Yes☐ No☐

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

1. Describe the role of the preschool in the overall program of the school and assess how effective it is in supporting the school's mission.
2. What are the educational theories and practices that have shaped the current preschool program?
3. How does the preschool assess and document each child's growth and development within the program? How does the school assess the quality and developmentally appropriate nature of the program itself? What do the results indicate, and how are they used?
4. What feedback does the preschool provide to parents regarding their children's progress?
5. How does the preschool develop productive partnerships with parents regarding such considerations as student support and effective parenting?
6. Evaluate the effectiveness of the communication and collaboration of the preschool staff and faculty with the faculty and staff of other divisions.
7. What are the most significant strengths of and challenges for the preschool and its program?

Section III: Financial Sustainability

8. Admissions and Enrollment

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

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

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

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

Baseline Requirements Checklist for Standard 8: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

Admission criteria and information are published and easily accessible to applicant families.	Yes☐ No☐
School admission and financial aid policies and practices comply with the HAIS *Standards for Member Schools*.	Yes☐ No☐

Admission policies and practices comply with all applicable federal, state and local non-discrimination statutes and regulations.	Yes☐ No☐
The school has a published non-discrimination policy.	Yes☐ No☐

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

1. Analyze and interpret the school's dashboard data on admission, enrollment, and financial aid. What are the main findings and the chief implications for the school that emerge from examining the data?
2. What data does the school collect and analyze with respect to such considerations as socioeconomic diversity, parental background, ethnic and racial diversity, and other factors relevant to the school's admission objectives and overall mission? Who analyzes the data, and what has been learned from that analysis?
3. Describe the policies and process by which all admission decisions are made. Who participates and at what level? Evaluate the effectiveness of this process.
4. Describe the policies and process by which all financial aid decisions are made. Who participates and at what level? Evaluate the effectiveness of this process.
5. Describe and evaluate the financial aid program in terms of adequacy of funding, long-term sustainability, and how effectively it reflects the school's values and meets near- and long-term goals.
6. If international students constitute a significant percentage of the enrollment, describe and evaluate the process by which they are evaluated and admitted, brought into the school, and acclimated to a new culture.
7. What are the most challenging issues in admissions and enrollment, and what is being considered—or done—to address them?
8. With respect to the admissions and enrollment, what are the school's areas of greatest strength?

Section III: Financial Sustainability

9. Finance

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

Standard 9: **The school has an operating budget sufficient to carry out the school's mission with designated sources of funds to support the school program, plant, operations, and personnel. The school's finances ensure the long-term sustainability of the institution, and they are regularly reviewed by the Board of Trustees, well managed by a qualified staff, appropriately documented, and compliant with all applicable regulatory and legal financial requirements.**

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

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

Baseline Requirements Checklist for Standard 9: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The school has an annual audit or review, and an audit in the fiscal year that ends immediately before the year during which the school is to be visited by an accreditation team. Copies of all audits, reviews, and IRS Form 990s are kept on file at the school.	Yes☐ No☐
The school's financial policies and practices comply with all applicable state and federal laws and regulations.	Yes☐ No☐

Within the school's business operations there is a clear segregation of responsibilities that is understood and consistently followed.	Yes☐ No☐
Financial records, whether digital or paper, are secured against fire or other potential loss.	Yes☐ No☐
The school has written policies for the management and oversight of investments.	Yes☐ No☐

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

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

Section III: Financial Sustainability

10. Advancement

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

Standard 10: **Consistent with its mission and proportional to its needs and resources, the school engages in fundraising, marketing, communications, constituency support, and community relations to attain its goals and ensure its future viability.**

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

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

Baseline Requirements Checklist for Standard 10: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The school consistently and accurately documents all gifts to the school and monitors the designated use of restricted contributions to operations and endowment.	Yes☐ No☐

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

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

Section IV: Operations

11. Human Resources

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

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

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

1. The school has an effective employee organizational structure for achieving the school's mission, carrying out school policy, and conducting the program of the school.

2. The school has a published employee handbook or personnel policies manual that is provided to all employees.

3. Salaries and benefits are sufficiently competitive with local region peer independent schools to attract and retain qualified personnel.

4. Employee benefits are understood by employees and meet all legal requirements and regulations.

5. There is a sufficient number of administrators, faculty, and staff to carry out the program of the school, to ensure the supervision, safety, and health of the students, and to maintain financial sustainability.

6. The school ensures that all faculty and staff assignments are appropriate in terms of their education, training, and experience.

7. There are structured opportunities for faculty and staff to be appropriately involved in institutional planning and decision-making.

8. There is an understood process for employees to express work-related concerns to their supervisor or other appropriate school personnel.

9. There are regularly accessible and funded opportunities for the continuing professional education of employees.

10. Decisions affecting the faculty and staff, including hiring, firing, and evaluations are consistent with the school's own employee handbook and written personnel policies.

11. The school's recruitment and employment policies and practices are consistent with all applicable labor laws and regulations, and they comply with the HAIS *Standards for Member Schools*.

12. Supportive, professional working conditions and clear, transparent decision-making and communications contribute to positive employee morale.
13. Administration, faculty, and staff derive a strong sense of self-efficacy and satisfaction from their work in the school.

Baseline Requirements Checklist for Standard 11: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The school maintains an organizational chart or some other written document that clearly delineates reporting relationships at the school.	Yes☐ No☐
The school has written job descriptions that clearly delineate the responsibilities for each position.	Yes☐ No☐
Fully consistent with the HAIS *Standards for Member Schools*, the school has appropriate guidelines to assure non-discrimination in hiring, and it publishes its non-discrimination policy.	Yes☐ No☐
The school undertakes and documents a process of performance evaluation of all employees.	Yes☐ No☐
The school complies with applicable local, state, and federal labor laws and regulations.	Yes☐ No☐
Personnel records for all employees are securely maintained.	Yes☐ No☐

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

1. Analyze and interpret the school's dashboard data that pertains to personnel. What are the main findings, and what conclusions does the school draw about its personnel practices, compensation program, and staffing structure? What are the chief implications for the school that emerge from examining the data?

2. Since the last accreditation team visit, what new needs have come into focus, and what changes have occurred to the school's personnel organizational structure? What factors have led to these changes? What impact have these changes had on the school?

3. What are the benefits policies that are in place to attract, retain, develop, and support employees (e.g., sick leave, sabbaticals, innovation grants, etc.)? Assess the effectiveness of current policies in meeting the objectives of the school in this area.

4. How does the school assess its effectiveness in identifying and hiring qualified candidates from diverse backgrounds? What are the findings from this assessment, and what changes, if any, does the school want to implement in this area in the future?

5. In what ways does the current employee performance and evaluation processes work to promote positive change and growth? Where might current policies and practices benefit from improvement?

6. What are the school's greatest challenges in the area of human resources, and how will the school attempt to address them? Conversely, what are the school's areas of greatest strength?

Section IV: Operations

12. Facilities: Buildings and Grounds

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

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

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

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

Baseline Requirements Checklist for Standard 12: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The school complies with applicable local, state, and federal codes and regulations with respect to health, building, and safety considerations, including access for persons with disabilities.	Yes☐ No☐

The school maintains records of all relevant inspection reports from local authorities (e.g., fire department, health department, etc.).	Yes☐ No☐

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

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

Section IV: Operations

13. Health, Safety, and Wellness

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

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

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

1. All employees understand that the supervision of students to ensure their safety is a priority in all on-campus and school-related settings at all times.
2. The school has written procedures to deal with injury and illness that are distributed to and clearly understood by school personnel, parents, and students.
3. The school provides adequate instruction and supervision to reduce hazards to health and safety.
4. Adequate provisions and sufficient resources (human, physical, and financial) are made for the health, care, and safety of students while involved in school activities on and off campus.
5. There is a regular, systematic review of safety procedures and practices.
6. The school is in full compliance with all applicable local, state, and federal safety and health codes and regulations.

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

The school has staff who maintain current cardiopulmonary resuscitation (CPR) and first aid certifications, and up-to-date records of these certifications are kept on file at the school.	Yes☐ No☐
All students have been fully immunized for diphtheria, haemophilus influenzae type b, measles, mumps and pertussis, poliomyelitis, rubella, tetanus and any other disease deemed appropriate by the State Department of Health Services.	Yes☐ No☐

The school has policies and procedures in place concerning the release of children to the correct legally designated adults.	Yes☐ No☐
Food services, if available, are licensed.	Yes☐ No☐ N/A☐
For schools with food service employees, there are written policies—provided to appropriate staff—governing the handling, preparation, and distribution of food.	Yes☐ No☐ N/A☐
There are adequate provisions for the health, care, and safety of students while involved in off-campus school activities.	Yes☐ No☐
The school has documented policies and procedures for dispensing medications and prescription medicines to students.	Yes☐ No☐
The following documents are available for review by members of the Visiting Committee during their visits to the school:	
County health department kitchen inspection permit (if applicable)	Yes☐ No☐
CPR certifications	Yes☐ No☐
Immunization records	Yes☐ No☐
Student emergency authorization forms	Yes☐ No☐
List of student health concerns	Yes☐ No☐
First aid procedures	Yes☐ No☐
Medical release forms (for athletics and other physical activities)	Yes☐ No☐
Parent authorization forms (for field trips and school activities)	Yes☐ No☐
Bloodborne pathogens plan	Yes☐ No☐
Student and adult accident report forms	Yes☐ No☐
Sexual abuse policy	Yes☐ No☐
Harassment policy	Yes☐ No☐
Child Safety Standards	Yes☐ No☐
Concussion Management Protocol	Yes☐ No☐

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

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

4. Describe and evaluate the effectiveness of the school's efforts to educate constituents on practices that promote physical and emotional health and wellness of the students, as well as of the adults who work on their behalf.
5. Describe and evaluate the programs that are offered to help students understand issues of peer relationships, including sexuality if older students are enrolled.
6. What is the process for developing, updating, and communicating procedures, policies, and plans for routine safety issues at arrival and dismissal times, including carpool procedures?
7. What are the school's supervision and safety policies and procedures concerning the transportation of students by the school or by contracted transportation providers?
8. If the school has programs that take students away from campus for one or more nights, what risk management policies and procedures are in place for such trips? Evaluate their adequacy and effectiveness.
9. Describe and assess the adequacy of the school's policies, procedures, and practices designed to prepare for and respond to major emergencies, including prompt response to students or staff with contagious illnesses while maintaining confidentiality. Please consider natural disasters (e.g., fires, earthquakes, floods, etc.), as well as "man-made" emergencies (e.g., campus intruders, weapons on campus, neighborhood crises, etc.).
10. What procedures are in place to support and care for children who are / become ill or injured during the school day?
11. As the school considers the health, safety, and well-being of its community members, what are the greatest challenges that it faces? What possible steps might be contemplated to address these challenges? Likewise, what can the school be most proud of as its greatest strengths in the areas of health, safety, and well-being of its community?
12. Does the school's policy for international students (not housed at the school) effectively consider student safety and school liability concerns?

Section V: Institutional Stewardship and Leadership

14. Governance

Primary among the leadership responsibilities of the Board of Trustees are establishing the mission of the institution, hiring the Head of School, planning strategically for the school's future, and securing the resources necessary for the school's success. The Board works closely with and in support of the Head of School to make sure that it establishes appropriate policies which are upheld and adhered to. A systematic process that brings those individuals onto the Board who possess the desired skills, resources, commitment, and dedication will constantly reinvigorate the Board's membership and heighten its effectiveness.

Standard 14: **The school has an active, engaged, and committed governing Board comprised of members whose collective and individual strengths support and advance the school. The Board of Trustees clearly understands and acts on its responsibilities, ensuring that its size, composition, and practices enable it to be effective. The Board of Trustees sets and safeguards the mission, and it hires, evaluates, and supports the Head of School. The Board also holds fiduciary responsibility for the institution, and it strategically plans for the school's future.**

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

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

10. The Board has a clearly documented committee or task force structure with specified responsibilities and projects for each.
11. The Board itself helps the school community to understand the scope of its responsibilities and the necessary differences between Board and administrative authority, responsibilities, and purview.
12. There is a documented job description for individual trustees and for the Board as a whole, which includes standards and expectations for attendance, participation, and committee or task force involvement.

Baseline Requirements Checklist for Standard 14: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The Board operates in compliance with a set of written, formally adopted bylaws.	Yes☐ No☐
The Board reviews the completed IRS Form 990.	Yes☐ No☐
Board policies are documented and current.	Yes☐ No☐
Minutes of all Board meetings are kept on file at the school.	Yes☐ No☐
Board fiduciary responsibilities are clear and documented, and the Board formally adopts the school's annual operating budget.	Yes☐ No☐
The Board regularly conducts a performance evaluation of the Head of School.	Yes☐ No☐
The Board regularly conducts an evaluation of its own performance.	Yes☐ No☐

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

1. What kinds of data and information are provided to the Board of Trustees during a typical school year, and how is that data and information used both to address the school's progress in achieving its stated goals and mission and to inform Board decision-making?
2. Assess the effectiveness of the Board's composition, organization, committee or task force structure, and use of meeting time.
3. How do the Board and its members evaluate their own effectiveness—both individually and collectively? How productive is this process? What procedures are in place to address ineffective or problematic Board members?
4. How does the board develop and implement a thoughtful and thorough process for the selection of the head, using consulting resources as needed, while taking into account the schools' mission, its challenges and opportunities, and input from the school community about effective leadership for the future?

5. How are the work and role of the Board, including its work in setting strategic priorities and addressing debt, and ensuring financial stability, communicated to the constituents of the school?
6. Using a recent significant Board-adopted school policy, explain its origin and the process by which it became a policy. How does it support and strengthen the school? How do its adoption and implementation demonstrate the separate roles of the Board and administration?
7. Briefly describe how the Board has undertaken strategic planning. Using a recent example, describe the Board's effectiveness with regard to identifying strategic issues, formulating strategic priorities, and implementing productive initiatives.
8. *For schools with a religious affiliation:* What is the relationship of the Board of Trustees of the school to the governing Board of the religious institution or sponsoring organization, and how effective is this relationship in serving the mission and supporting the independence of school operations?
9. Assess the clarity and effectiveness of the separation of the Board's role, purview, and scope of authority from those of the administration.
10. Based on the responses to the questions above, what are the two or three most important areas that the Board of Trustees should address with respect to strengthening governance and meeting major needs of the school?
11. With respect to governance, what are the school's areas of greatest strength?

Section V: Institutional Stewardship and Leadership

15. Administration

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

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

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

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

There is no Baseline Requirements Checklist for this Standard.

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

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

Section VI: Institutional Improvement and Sustainability

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

Taking stock of a school's institutional health on a regular and ongoing basis and analyzing the resulting information and data to guide change and improvement are important key elements in developing long-term institutional vitality and sustainability. Substantive school improvement is built upon an examination of meaningful data that reveals trends, and change requires a candid assessment of strengths, needs, weaknesses, and opportunities. Schools that ignore data gathering and analysis in major decision-making place themselves at risk, as it is challenging to make consistently wise institutional choices when important facts are unavailable. By contrast, sustainable schools analyze data, ascertain its meaning, and use it to inform and guide institutional change initiatives. The data gathered through this process can help not only to deepen the understanding of challenges facing a school, but also to promote collaborative reflection, planning, decision-making, and, ultimately, school improvement.

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

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

1. Student performance data and information gathered about student learning are used to inform ongoing instruction, program review, and revision.
2. The staff has a clear role in organizing and providing useful data indicators of school health and effectiveness.
3. Board members and staff are experienced and adept in the use of data in decision-making.
4. Avenues are created for students, parents, school personnel, and alumni/ae to provide feedback on the school's effectiveness and considerations for improvement and change.
5. Data and information gathered about student learning guide a systematic professional development program designed to achieve continuous improvement.
6. Major change initiatives are a) based upon the analysis of relevant data, b) carefully planned, c) guided by the school's mission, d) communicated to constituencies, and e) monitored through an accountability plan.
7. The school additionally uses data from external sources to understand social, demographic, economic, and other trends and to inform its decision-making.
8. There is broad appreciation within the school of the importance of a strong capacity for institutional self-awareness and of sustained engagement with the understandings that such awareness provides.

Baseline Requirements Checklist for Standard 16: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

The school fully completes the annual data entry in all sections of the Independent School Dashboard.	Yes☐ No☐
The school participates fully, accurately, and in a timely manner in the data collection undertaken annually by HAIS and NAIS.	Yes☐ No☐

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

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

Summary: Self-Study Findings and Conclusions

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

Please respond to the following questions.

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

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

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

Future Planning Document

Following the receipt of the Visiting Committee report, the school will develop a unified, comprehensive plan for the future which articulates goals and implementation steps that a) follow logically from its self-study work, b) integrate the findings of the Visiting Committee report, and c) take into account the results of any other institutional planning efforts. The recommended approach to the Future Planning Document is that it be included as part of the school's strategic plan and may be formulated as an action plan, strategic agenda, or some other document. The Future Planning Document is due to HAIS (in electronic form) within six (6) months of the time when the Visiting Committee comes to the campus. The HAIS Board of Standards and the school's Visiting Committee Chair will review this plan for completeness and alignment with the school's self-study and the Visiting Committee report. A complete plan is an integral part of the total accreditation process and a requirement for continued accreditation; it includes the following for each plan element:

- statement of the strategic priority or goal
- brief statement explaining why the priority or goal is important
- potential impact on students
- specific implementation steps
- projected timeline
- person(s) responsible for implementation
- resources needed
- ways of assessing progress
- means to report progress to all members of the school community
- any other information or updates that were not covered by the major opportunities, challenges and needs.

Glossary of Terms

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

Accreditation: The process by which HAIS/WASC affirms, through a visiting team of peer educators and the self-study process of the school, that an institution is in compliance with its mission and vision, supports the safety and learning of all students, is fiscally sound, and encourages and supports continuous institutional growth.

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

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

Assessment: Judgments of performance against standards/expectations.

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

Audit: An official, methodical, and unbiased examination and evaluation of a school's accounts, internal controls, and overall financial situation. The audit must be conducted by a third party – a CPA who is not a trustee of or employed by the school. The independent auditor will ensure the fiscal accuracy and responsibility of the school.

Benchmark: Any standard or reference by which others can be measured or judged.

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

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

Curriculum Guide: The learning objectives and outcomes that guide teaching practices.

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

Endowment: Funds or property donated to or set aside by an institution for the purpose of generating a permanent stream of income. Funds or property donated and set aside for the ongoing support of the organization. Usually the endowment is structured so that the principal amount is kept intact, while the investment income is available for use. An endowment may come with stipulations regarding its usage and is generally restricted.

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

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

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

Future Planning Document (FPD): a unified, comprehensive plan, included as part of the school's strategic plan for the future, which articulates goals and implementation steps that a) follow logically from its self-study work, b) integrate the findings of the Visiting Committee report, and c) take into account the results of any other institutional planning efforts and may be formulated as an action plan, strategic agenda, or some other document.

In loco parentis: From the Latin, "in place of the parents;" acting with parental responsibility and/or authority

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

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

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

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

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

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

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

Schoolwide Action Plan: Similar to the Strategic Plan, the Schoolwide Action Plan is a three to five-year plan that outlines the goals for the school community and the action needed to achieve those goals. Specifically, the Schoolwide Action Plan often breaks down the goals and actions by stakeholder responsibility and outlines what monitoring and assessment of data will be needed in order to ensure that the goals have been met.

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

Stewardship (of donors): The careful and responsible management of resources or institutions entrusted to one's care.

Strategic Initiatives: Any change that would substantially alter or impact the direction of the school or community, such that would require a substantive change visit.

Strategic Plan: A document used to communicate the organization's goals and the actions needed to achieve those goals. It is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment.

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

Substantive Change: A change that may significantly affects an institution's quality objective, scope or control.

Vision: A statement of the school's desired future, the image of an ideal.

APPENDICES

Summary of Baseline Requirements

Standard 1: Mission

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

Standard 2: Educational Program

The school has a written, published, comprehensive curriculum document that informs decisions and communicates publicly about the school's academic program.	Yes☐ No☐
The school securely maintains student performance records. *Note:* Also required for Standard 3.	Yes☐ No☐

Standard 3: Student Learning Experience

The school securely maintains student performance records. *Note:* Also required for Standard 2.	Yes☐ No☐

Standard 4: Faculty and Pedagogy

A process of faculty evaluation and support is regularly undertaken and documented.	Yes☐ No☐
The school has an orientation process for new faculty and staff.	Yes☐ No

Standard 5: Climate and Community

The school has clearly stated policies and expectations regarding the behavior of members of the school community, which are well publicized in handbooks, on websites, or by other means.	Yes☐ No☐

Standard 6: Residential Life

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

Standard 7: Preschool

The preschool is in compliance with applicable federal, state, and local regulations mandated for preschool programs.	Yes☐ No☐
The faculty and administration share information with parents regarding their children's progress and growth on a regular and ongoing basis.	Yes☐ No☐
The school maintains documentation demonstrating that the faculty and staff are qualified for their roles as early childhood educators.	Yes☐ No☐
All inspections of the site are up-to-date and documented.	Yes☐ No☐
A parent handbook contains policies and procedures specific to preschool.	Yes☐ No☐

Standard 8: Admissions and Enrollment

Admission criteria and information are published and easily accessible to applicant families.	Yes☐ No☐
School admission and financial aid policies and practices comply with the HAIS *Standards for Member Schools*.	Yes☐ No☐
Admission policies and practices comply with all applicable federal, state and local non-discrimination statutes and regulations.	Yes☐ No☐
The school has a published non-discrimination policy.	Yes☐ No☐

Standard 9: Finance

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

Standard 10: Advancement

The school consistently and accurately documents all gifts to the school and monitors the designated use of restricted contributions to operations and endowment.	Yes☐ No☐

Standard 11: Human Resources

The school maintains an organizational chart or some other written document that clearly delineates reporting relationships at the school.	Yes☐	No☐
The school has written job descriptions that clearly delineate the responsibilities for each position.	Yes☐	No☐
Fully consistent with the HAIS *Standards for Member Schools*, the school has appropriate guidelines to assure non-discrimination in hiring, and it publishes its non-discrimination policy.	Yes☐	No☐
The school undertakes and documents a process of performance evaluation of all employees.	Yes☐	No☐
The school complies with applicable local, state, and federal labor laws and regulations.	Yes☐	No☐
Personnel records for all employees are securely maintained.	Yes☐	No☐

Standard 12: Facilities: Buildings and Grounds

The school complies with applicable local, state, and federal codes and regulations with respect to health, building, and safety considerations, including access for persons with disabilities.	Yes☐	No☐
The school maintains records of all relevant inspection reports from local authorities (e.g., fire department, health department, etc.).	Yes☐	No☐

Standard 13: Health, Safety, and Wellness

The school has staff who maintain current cardiopulmonary resuscitation (CPR) and first aid certifications, and up-to-date records of these certifications are kept on file at the school.	Yes☐	No☐
All students have been fully immunized for diphtheria, haemophilus influenzae type b, measles, mumps and pertussis, poliomyelitis, rubella, tetanus and any other disease deemed appropriate by the State Department of Health Services.	Yes☐	No☐
The school has policies and procedures in place concerning the release of children to the correct legally designated adults.	Yes☐	No☐
Food services, if available, are licensed.	Yes☐ N/A☐	No☐
For schools with food service employees, there are written policies—provided to appropriate staff—governing the handling, preparation, and distribution of food.	Yes☐ N/A☐	No☐
There are adequate provisions for the health, care, and safety of students while involved in off-campus school activities.	Yes☐	No☐

The school has documented policies and procedures for dispensing medications and prescription medicines to students.	Yes☐ No☐
The following documents are available for review by members of the Visiting Committee during their visits to the school:	
County health department kitchen inspection permit (if applicable)	Yes☐ No☐
CPR certifications	Yes☐ No☐
Immunization records	Yes☐ No☐
Student emergency authorization forms	Yes☐ No☐
List of student health concerns	Yes☐ No☐
First aid procedures	Yes☐ No☐
Medical release forms (for athletics and other physical activities)	Yes☐ No☐
Parent authorization forms (for field trips and school activities)	Yes☐ No☐
Bloodborne pathogens plan	Yes☐ No☐
Student and adult accident report forms	Yes☐ No☐
Sexual abuse policy	Yes☐ No☐
Harassment policy	Yes☐ No☐
Child Safety Standards	Yes☐ No☐
Concussion Management Protocol	Yes☐ No☐

Standard 14: Governance

The Board operates in compliance with a set of written, formally adopted bylaws.	Yes☐ No☐
The Board reviews the completed IRS Form 990.	Yes☐ No☐
Board policies are documented and current.	Yes☐ No☐
Minutes of all Board meetings are kept on file at the school.	Yes☐ No☐
Board fiduciary responsibilities are clear and documented, and the Board formally adopts the school's annual operating budget.	Yes☐ No☐
The Board regularly conducts a performance evaluation of the Head of School.	Yes☐ No☐
The Board regularly conducts an evaluation of its own performance.	Yes☐ No☐

Standard 15: No Baseline Requirements

Standard 16: Self-Assessment, Decision-Making, and Change

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

The school participates fully, accurately, and in a timely manner in the data collection undertaken annually by HAIS and NAIS.	Yes☐ No☐

SAMPLE CONCUSSION MANAGEMENT PLAN / PROTOCOL

(Coming Soon…)

CHILD SAFETY PROTOCOL

(Coming Soon…)

FINANCIAL 'REPORT CARD' ANALYSIS

(Coming Soon…)

Hawaiʻi Council of Private Schools (HCPS) Licensing Checklist

Initial Licensing/Relicensing Criteria Checklist

This licensing checklist is for the validation and approval of a private school's
Initial Application for Private School License

The visiting team conducting the school on-site visit for the purpose of validation and approval of the Private School License will determine the disposition of each item on the checklist and check the appropriate column. The issuance of a license will be based on **all** items on the checklist being determined to be "Approved" or "Waived/Not Applicable." "Incomplete" or "Pending" items must **all** be completed or corrected before a license is issued.

Final approval will be recommended by the visiting team to the Chair of the Hawaiʻi Council of Private Schools (HPCS). The Council will take final action, and approve, defer, or deny this application.

Please submit the following documents in the order listed below:

❒ License Fee (see HCPS Licensing Manual, page 5)

I. Criterion: Purpose and Philosophy
❒ Mission Statement and/or Statement of Philosophy and Goals
  (if stated in any of the handbooks, state which handbook and page # ___)
❒ Catalog/Brochure
❒ Student Handbook
❒ Parent Handbook

II. Criterion: Organization
❒ Is the school participating in the criminal history record check program? (See attach into)

❒ Roster of faculty and staff /Qualifications/Degrees
❒ Organizational chart of operation (attach chart)
❒ Job Descriptions
❒ Employment Policies
❒ Schedule of instruction
❒ Faculty/Staff Handbook

III. Criterion: Properly Functioning Board

❐ Charter from Department of Commerce and Consumer Affairs

❐ State General Excise Tax License

❐ Character references of owners if school is privately owned and not incorporated

❐ If a corporation or partnership, a copy of the Articles & By-Laws

❐ Board of Directors—names and qualifications

❐ Does the school have adequate insurance for the following: (attached copy of insurance policy)

   1. liability   ____Yes ____No

   2. errors and omissions   ____Yes ____No

   3. directors and officers   ____Yes ____No

   4. student accident   ____Yes ____No

IV. Criterion: Chief Administrative Officer

❐ Describe the Board of Directors relationship and lines of communication with administration/head of school and personnel.

_____

_____

_____

_____

❐ Principal/Head of School _____ # of years of experience ____ # of years in position

❐ Describe evaluation system/procedure used by the principal in the evaluation of school personnel.

_____

_____

_____

_____

V. Criterion: Instructional Plan

❐ School Hours and Number of School Days

	School Hours	Number of School Days
Preschool	____ a.m. to ____ p.m.	_____ days
Kindergarten	____ a.m. to ____ p.m.	_____ days
Elementary	____ a.m. to ____ p.m.	_____ days
High School	____ a.m. to ____ p.m.	_____ days

❒ Curriculum (by grade level) (if stated in any of the handbooks, state handbooks and page #____)

_____ Preschool	_____ Grade 4	_____ Grade 9
_____ Kindergarten	_____ Grade 5	_____ Grade 10
_____ Grade 1	_____ Grade 6	_____ Grade 11
_____ Grade 2	_____ Grade 7	_____ Grade 12
_____ Grade 3	_____ Grade 8	

❒ School Calendar

VI. Criterion: Financial Base

Tuition and Fees (if stated in any of the handbooks, state handbooks and page #____)

❒ a. Tuition/Fees

❒ b. Student loans/grants/scholarships

❒ c. Refund policy

❒ d. Other charges (describe) _____   _____

_____

_____

_____

Financing of the School

❒ a. Annual budget report

❒ b. Statement of projected fiscal operation (budget) for next school year

❒ c. Balance sheet showing capital assets, reserves and indebtedness

Describe sources of funding

❒ a. Trust/endowments (if stated in any of the handbooks, state handbooks and page #____)

_____

_____

_____

_____

❒ b. Fundraising (if stated in any of the handbooks, state handbooks and page #____)

_____ _____

_____

_____

_____

VII. Criterion: Admissions

❏ Enrollment Count: (current school year)

_____ Preschool	_____ Grade 4	_____ Grade 9
_____ Kindergarten	_____ Grade 5	_____ Grade 10
_____ Grade 1	_____ Grade 6	_____ Grade 11
_____ Grade 2	_____ Grade 7	_____ Grade 12
_____ Grade 3	_____ Grade 8	_____ TOTAL

Student Records: (enclose sample copies)

❏ a. Enrollment form or contract

❏ b. Attendance form

❏ c. Report card

❏ d. Cumulative record folder

❏ e. Transcript of grades from secondary (high school) students

❏ f. Diploma or Certificate of Graduation

❏ g. Application for Admission

VIII. Criterion: Facilities

❏ a. Facilities to support program (describe)

_____

_____

_____

_____

❏ b. Maintenance of facilities (describe)

_____

_____

_____

_____

❏ c. Capital improvement (describe)

_____

_____

_____

_____

IX. Criterion: Safety

Inspection Reports (enclose most recent reports)

❒ County Building Department Occupancy Certificate

❒ Fire Department Fire Safety Inspection Report

❒ Department of Health Sanitation Inspection Report

❒ Department of Transportation Safety Inspection Report (if applicable)

❒ Department of Human Services Evaluation Report (if applicable)

Accreditation

❒ Is the school seeking accreditation status?   ____Yes ____No

　　If yes, date of visit _____

　　Document to be used (re: WASC, ACSI, & HAIS)

Comments: _____

_____

_____

_____

I confirm that all applicable items on this checklist are complete.

Submitted by: _____   Date: _____

Title: _____

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