



## Standards for Accreditation and Indicators

**Standard 1 (Mission): There is congruence between the School’s stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels.**

Sample Indicators:

- 1.a The School has a clear statement of educational mission. The stated mission and philosophy guide the School’s admissions, programming, planning, and decision-making.
- 1.b The mission of the School is congruent with principles of academic scholarship, permitting and encouraging freedom of inquiry, diversity of viewpoints, and independent and critical thinking.
- 1.c The mission of the School is embraced by all constituencies.
- 1.d The mission statement is reviewed regularly, using a process that involves representatives of major constituencies of the School, as appropriate.
- 1.e The School community is engaged in reflecting on ways to enrich the application of the mission in all aspects of the program.
- 1.f The School’s climate and culture support an effective educational program, consistent with its stated mission.
- 1.g Requirements and expectations of students, parents, faculty, trustees, and employees clearly reflect the values and mission of the School.
1. h The culture of the School reflects a commitment to implementing the mission of the School.

**Standard 2 (Governance): The School has an appropriate system of governance that assures that the School remains true to its mission and that it has the necessary resources to support its present and prospective operations.**

Sample Indicators:

- 2.a The governance of the School is clearly defined, understood by all constituents, and provides for:
- continuity of mission
  - stability and ethical process in transitions of leadership
  - a comprehensive, multi-year planning process
  - assurance of adequate financial resources
  - institutional advancement/development
  - evaluation of and support of the professional growth of the Head of School
  - a model of inclusive decision-making for the School community
  - establishing and monitoring needed school policies
  - clearly defined and regularly applied procedures to orient, educate, and evaluate the governing body
  - risk management and school safety
  - policies related to environmental sustainability
- 2.b Provision is made for participation of all constituencies in the policy-making process, as appropriate.
- 2.c The governing body demonstrates and clearly communicates its commitment to the mission, and consistently exercises its fiduciary responsibilities.
- 2.d The governing body provides opportunities for generative thinking on a regular basis.
- 2.e The School has a current Multi-Year Plan that integrates all school operations, programs, and finances, as well as timelines for implementation.
- 2.f There is an understood delegation of decision-making that gives the Head of School the capacity to exercise effective educational leadership.
- 2.g The governing body, in conjunction with the School's administration, provides for stability and continuity in the event of short and long-term periods when classes are unable to be held on campus and there is a necessity for distance (virtual and/or hybrid) learning experiences.

**Standard 3 (Diversity, Equity, Inclusion, and Justice): The School has created and continues to foster a program, culture and inclusive community of students, families, trustees, teachers and staff who embrace the multitude of perspectives, cultures, backgrounds and identities in our world.**

Sample Indicators:

- 3.a Issues of equity, diversity, inclusion, and justice are defined and incorporated into the School's program, policies, planning, and decision-making at both the operational and governance levels.
- 3.b The School articulates the value of diversity, equity, inclusion, and justice to its community.
- 3.c The School attends to the quality of life of all members of the community and takes actions to create an equitable, inclusive, safe, and just environment.

- 3.d The governance of the School is clearly defined, understood by all constituents, and provides for: a model of inclusive behavior and integrity for the School community.
- 3.e The governing board establishes policies that reflect diversity, equity, inclusion, and justice and ensures that these qualities are reflected in decision-making and governing body membership.
- 3.f The School has defined what constitutes a diverse student body.
- 3.g The School, in harmony with its mission and resources, seeks, admits, and Supports a diverse student body and creates educational and co-curricular programs that provide equal access for all students regardless of social identity, national origin, and/or citizenship status.
- 3.h The program offers a variety of cultural experiences to reflect (a) the diversity of students enrolled and (b) the multicultural nature of the region, country, and world.
- 3.i The School's teaching practices, curriculum, and broader educational program reflect a commitment to diversity, equity, and inclusion and social justice.
- 3.j The School is mindful of the ways in which families of different identities, backgrounds and socio-economic statuses may be affected by School policies and programs.
- 3.k There is an evaluation process in place to see how the School's programs need to change to reflect the diversity of the School community and the world.
- 3.l The School recognizes and validates differences within the student body such as gender and gender identity, learning style or ability, race, age, ethnicity, family background, socio-economic status, sexual orientation, and religious practice.
- 3.m Time is made available on a regular and consistent basis for teachers to learn ways in which their cultural backgrounds and life experience help or hinder their ability to plan together to work with students, parents, and other adults in the community.
- 3.n There is a process in place to see how the School's programs need to change to identify students who will need additional support to function effectively in a pluralistic environment.
- 3.o The School promotes and has ways to ensure an equitable, just, and inclusive community where students respect and value diversity and are active and responsible.
- 3.p Faculty and staff, School leadership, and members of the Board of Trustees are regularly trained in the current topics, language, and academic content related to racism, discrimination, and other issues of diversity, equity, inclusion, and social justice.
- 3.q The School has defined what constitutes a diverse staff in accordance with the School's mission.
- 3.r The School has processes in place to recruit, hire, and support a diverse staff.
- 3.s The School develops and publishes a policy and plan on diversity, equity, inclusion, and justice, derived from its mission and core values that it uses to evaluate the status of the School in this regard and to guide planning to achieve goals.

- 3.t The School structures ways to work with parents/guardians proactively. The School is mindful of the ways in which families of different backgrounds and socio-economic status may be affected by School policies and programs.
- 3.u In marketing materials and other outward facing communications, the School demonstrates its commitment to diversity, equity, inclusion, and justice.

**Standard 4 (Program): The School provides a comprehensive program of intellectual, aesthetic, and physical activities that stems from the School's beliefs about teaching and learning, is appropriate to support its mission and core values, and effectively addresses the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.**

Sample Indicators:

- 4.a The educational program stems from the School's beliefs about teaching and learning that are regularly reviewed and that are consistent with the mission of the School.
- 4.b The School programs demonstrate consideration for the appropriate intellectual, social, physical, aesthetic, emotional and ethical development of students in all aspects of school and student life.
- 4.c The curriculum demonstrates continuity from year to year.
- 4.d The School has a policy for regularly reviewing the academic program and has completed a recent, written Curriculum Plan outlining desirable and/or necessary improvements.
- 4.e Attention is paid to transitions between grade levels and/or divisions of the School so as to facilitate passage of students from one level/division to another.
- 4.f The School recognizes developmental levels of children and takes them into consideration in planning programs and teaching methodologies.
- 4.g The School evaluates the academic rigor, effectiveness, and integrity of online courses that its students take, and of any online courses that the School itself offers, on a regular basis.
- 4.h The School strives to promote a culture of global understanding that is appropriate to the School's mission, size, and means.
- 4.i The School promotes a commitment to environmental responsibility and stewardship for current and future generations that is appropriate to the School's mission.
- 4.j The School's program is able to provide mission-driven opportunities to all of its students, as appropriate for distance (virtual/ hybrid) learning experiences.

**Standard 5 (Early Childhood Program): The Early Childhood Program enriches the social, intellectual, and developmental needs of its students by providing appropriate programs, adequate staffing, and sufficient resources and facilities.**

Sample Indicators:

- 5.a The School communicates and collaborates with parents of children in its Early Childhood Program in a manner which addresses the needs of this community.
- 5.b Staff who work directly with children in the Early Childhood Program are trained in the field of early childhood education/child development. Their numbers are sufficient in relation to numbers and ages of children in each early childhood grouping to perform tasks effectively and safely.
- 5.c The School has curricular and extracurricular programs in place which specifically and effectively address intellectual and developmental needs of children in the Early Childhood Program and are consistent with the School's stated mission.
- 5. d. Facilities provided for the Early Childhood Program, including instructional, activity and play spaces, and supporting resources such as lavatories and dining areas, are adequate in construction, space provided per child, and maintenance to meet the needs of the children in the program.
- 5.e Materials, routines, and procedures are so organized as to protect the health and safety of young children enrolled in the Early Childhood Program.
- 5.f Those sections of the Early Childhood Program that serve children under the age of three meet state health and safety guidelines for approval of child care facilities.
- 5.g Realizing the unique needs of pre-school children and their parents concerning the demands of distance (virtual and/or hybrid) learning experiences when classes are unable to be held on campus, the School develops age-appropriate plans to meet these needs.

**Standard 6 (Residential Program and/or Homestay Program): The residential program and/or Homestay Program provides for an intentional curriculum, appropriate facilities, engaging activities, and adequate supervision to meet the needs of each student.**

Sample Indicators:

Residential Programs:

- 6.a The School ensures that boarding personnel receive specific training, supervision, and evaluation so as to be qualified to meet the needs of students under their care and supervision.
- 6.b The residential program is consistent with the mission of the School, and is integrated into the total life of the School, especially with regard to the interaction with day students.
- 6.c The School promotes environments that provide opportunities to enhance positive interaction among domestic and international students, and to develop sensitivity and understanding regarding cultural differences and needs that are specific to international students.
- 6.d Evening, weekend, and vacation activities are actively planned, as part of the residential curriculum, to meet the needs of the students.
- 6.e The School provides for the needs of international students, students with limited financial resources, and students who have difficulty adjusting to being away from home.

- 6.f If technological services, such as computers, Internet access, email, and/or telephones, are included in residential areas, there is a process to ensure that policies and procedures are consistent with the School's overall Technology Plan and Acceptable Use Policy.
- 6.g Through a well-defined process involving students, parents, and staff, a regular review of the residential program is accomplished which is intended to lead to revisions and/or improvements.
- 6.h There are clearly-stated, written, and understood expectations for residential students and staff.
- 6.i Students are included in planning and developing policies, expectations, and programs.

Homestay Programs:

- 6.j The homestay program is consistent with the mission of the School.
- 6.k The School has a formal contract with homestay families if there is a direct placement or with an agency that provides homestay placements.
- 6.l The School assures that homestay facilities are safe and clean, and provide sufficient living space.
- 6.m There is a clearly defined process to screen host families, including a background check and a process for matching student and family interests.
- 6.n There is a procedure to include host families and students in defining and understanding the ethical and legal responsibilities of the School, host families, and students.
- 6.o The School has clearly stated, written, and understood expectations for the School, host families, and students regarding the academic program and experiences both during the School week and on weekends and vacations, and these expectations and responsibilities are published and disseminated in a school handbook.
- 6.p The School has a well-defined process, which includes students and host families, to regularly review the homestay program and the experience of the students for the purpose of improvement.

**Standard 7 (Resources to Support the Program): Given the School's mission, there are adequate resources (space, equipment, technology, materials, and community) to support the School's program.**

Sample Indicators:

- 7.a Instructional facilities (including space, furnishings, and play/recreation areas) are adequate for the instructional program and are age appropriate.
- 7.b There are instructional materials and equipment in sufficient quality, quantity, and variety to give effective support to the aims and methods of the program.
- 7.c The School has a Library Plan which is integrated with the curriculum and which provides students with age appropriate experiences in research and reading and supports the broad purposes of the educational program.

- 7.d The School has a written Academic Technology Plan, developed by teachers and academic leaders, covering the integration of technology into the various components of the program and providing for the professional development of teachers in the implementation of this plan.
- 7.e The School has in place an Acceptable Use Policy of which students and families are informed and the School provides information to students and families on the appropriate and ethical use of technology.
- 7.f There are procedures in place to assure that teachers have a leading role in planning the use of technology in their teaching.
- 7.g Non-academic programs, if available, are consistent with the School's mission and are well organized, supplied, and staffed.
- 7.h The schedule is planned by day and year to provide for the total program.
- 7.i The School interacts with the community in which it is located and avails itself of community resources.
- 7.j The School strives to be a positive member of the community in which it exists, is sensitive to the interests of its neighbors, and takes appropriate advantage of the character of its setting.
- 7.k The financial aid resources committed to students and their families reflect the goals and mission of the School.
- 7.l The School has sufficient resources to support any online courses that it offers.
- 7.m The School provides the necessary technological infrastructure to accommodate its faculty, staff, and students with the ability to succeed when there is a necessity for distance (virtual/hybrid) learning experiences.

**Standard 8 (Experience of the Students): The School actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the School.**

Sample Indicators:

- 8.a Time is made available on a regular basis for teachers to plan together and to discuss students (both individuals and groups).
- 8.b There is a procedure in place to assess and report on how individual students are meeting the goals of the program with regard to both personal and academic growth.
- 8.c Resources are available to faculty (in-school or through outside consultants) to assist in identifying and meeting the needs of individual students.
- 8.d There is a process in place to identify students who might benefit from a modification of the program.
- 8.e There is a process in place to identify students for whom the School is inappropriate and a supportive process for counseling those students.

- 8.f Counseling, advising, and guidance procedures and personnel address the needs of the students.
- 8.g The School ensures that homestay host families receive specific training, supervision, and evaluation that address the needs of international or other guest students.
- 8.h College or school placement counseling, as applicable, addresses the needs of the students.
- 8.i Information is systematically gathered regarding students' experience at the School and is used to inform program planning.
- 8.j The School assures that the design and delivery of online courses that its students take or the School offers meet the needs of the students and support student-to-student and student-to-teacher interactions

**Standard 9 (Faculty): The School ensures that there are sufficient and trained administrators, faculty and staff members dedicated to supporting students and their families across all cultures. The School follows a comprehensive and defined program of professional development that supports continued enhancement of teachers' skills.**

Sample Indicators:

- 9.a The School has a procedure for recruiting professional staff who are the best available for the tasks to be performed and for the mission of the School; and also has a procedure for screening and interviewing candidates and providing them with necessary background information about the School.
- 9.b Academic personnel are qualified by education, training, or experience in the areas to which they are assigned.
- 9.c Personnel practices provide ethical treatment among all faculty, administration, and staff with respect to compensation, workload, and working conditions.
- 9.d The School demonstrates a commitment to staff development by providing opportunity for and expecting participation in professional growth and development.
- 9.e Professional development time is used for faculty to discuss issues of teaching and learning.
- 9.f The School has a shared understanding of teaching excellence.
- 9.g The School has a defined program for the evaluation and supervision of teachers.
- 9.h The faculty are treated with respect and the School sets clear expectations for their professional behavior.
- 9.i If the School offers online courses, faculty responsible for providing these courses are appropriately qualified, trained, supported, and evaluated.
- 9.j In the event of unanticipated distance (virtual and/or hybrid) learning, teachers have been prepared, in advance, to pivot from one mode of teaching to another.
- 9.k Teachers are provided training to become familiar with and able to provide mission-driven, distance (virtual and hybrid) learning experiences.



**Standard 10 (Administration): The administration provides leadership and maintains a structure to facilitate the effective functioning of the School, including the participation of faculty in decision-making.**

Sample Indicators:

- 10.a The administration is effective in carrying out the program of the School and the policies established by the governing body or school board.
- 10.b Administrative personnel and support staff are qualified by education, training or experience to serve in the areas to which they are assigned.
- 10.c The administration assures review and evaluation of the educational program and provides that a current Curriculum Plan is in place.
- 10.d On an annual basis, the appropriate school personnel review and approve all procedural plans to be implemented in the event of short and long-term periods when classes are unable to be held on campus and there is a necessity for distance (virtual and/or hybrid) learning experiences.
- 10.e The School involves faculty in decision-making about the program of the School.
- 10.f The School demonstrates a commitment to administrator development by providing opportunity for and expecting participation in professional growth and development.
- 10.g The School has a defined program for the evaluation and supervision of administrators.
- 10.h The school ensures equal opportunity for its students and families in their ability to access and benefit from distance (virtual and/or hybrid) learning experiences.

**Standard 11 (Communication): The School maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation.**

Sample Indicators:

- 11.a The School publishes current school policies and procedures in handbooks or makes them readily available in other forms to the affected constituencies.
- 11.b There is an internal communication system to distribute minutes of meetings, give notice of decisions, and inform the School community of events and other news.
- 11.c The School has a mechanism in place for input from staff into decision-making regarding personnel policies, budget preparation, and other areas, as appropriate.
- 11.d Information regarding the financial responsibilities of the parent/guardian or student to the institution is clearly stated in writing and is made available prior to enrollment.

- 11.e There is a procedure for determining equitable adjustments in tuition and other financial obligations existing between the parent/guardian and the institution.
- 11.f Appropriate channels are available for parents to reflect their concerns and interests to school personnel.
- 11.g Student progress is reported regularly to parents in a clear and comprehensive manner.
- 11.h The School's record retention policy and practices are consistent with current federal and state statutes.
- 11.i. The School maintains complete and accurate records for both current and former students, faculty, and staff members that are maintained in safe storage with backup.
- 11.j The School ensures appropriate confidentiality of records, making them available only to authorized personnel.
- 11.k The School's records are protected against catastrophic loss.
- 11.l The School communicates effectively, in advance, to its students, parents, and faculty/staff, concerning its plans to be implemented in the case of short and long-term periods when classes are unable to be held on campus and there is a necessity for distance (virtual and/or hybrid) learning experiences.

**Standard 12 (Enrollment): The admissions process assures that those students who enroll are appropriate, given the School's mission, and are likely to benefit from their experience at the School.**

Sample Indicators:

- 12.a The School in its public relations materials presents an accurate description of its mission, organization, staff, program, and facilities.
- 12.b The mission of the School is reviewed with prospective families.
- 12.c The School is transparent in its admissions and retention policies and provides information that accurately describes tuition levels, fees, and all other expectations.
- 12.d The School has mission-aligned procedures in place to ensure that students can be well-served by the School programs.
- 12.e. The School has clearly stated procedures for the admission of students, which are developmentally appropriate at different levels.
- 12.f The School has developed a profile of its student body that defines the range and type of students suitable for admission.
- 12.g If tuition assistance is offered, there are clearly stated policies and procedures for the application for and award of grants which are consistent with the mission of the School.

- 12.h The School uses information concerning the performance of students and graduates in evaluating admissions procedures.
- 12.i The School undertakes an analysis of the reasons students depart prior to graduation and uses the results to inform admissions procedures and program revisions.
- 12.j Those responsible for admissions communicate with those responsible for the program of the School to assure that necessary resources are available to meet the needs of individual students who are admitted.
- 12.k The admissions staff communicates regularly with the teaching faculty about the specific talents/strengths/skills/needs of newly enrolled students.

**Standard 13 (Evaluation and Assessment): The School engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning.**

Sample Indicators:

- 13.a The School conducts annual program review and revision based on assessment of student performance.
- 13.b Procedures are in place to assess individual student progress toward meeting the goals of the program, and to communicate progress effectively and appropriately to students and families.
- 13.c The School uses some form of longitudinal assessment of student performance (such as portfolio assessment).
- 13.d The School conducts exit interviews of students and faculty and uses the data to inform admissions and program planning.
- 13.e The School has procedures to follow-up on the experiences of alumni/ae and uses the data to inform admissions and program planning.
- 13.f The School brings in consultants and/or visitors from other schools to participate in the periodic evaluation of programs.
- 13.g The School participates in state sponsored learning results activities, as appropriate.
- 13.h The School carries out programs for supervision and evaluation of all personnel that are understood by all concerned.
- 13.i Those responsible for leadership engage in periodic self-evaluation of their performance.
- 13.j If applicable, the School's plans for developing, sustaining, and expanding online courses are integrated into the overall planning and evaluation procedures of the School.
- 13.k The vitality/influence of the mission in the life of the School is assessed.

**Standard 14 (Infrastructure): There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the School.**

Sample Indicators:

- 14.a There is evidence of effective management resources sufficient to advance the mission of the School and to provide for financial sustainability.
- 14.b There are effective policies and procedures for the management of operating and capital funds in compliance with generally accepted principles.
- 14.c The School has appropriate procedures for accounting and for auditing the accounts of the School.
- 14.d The School has adequate financial resources for the needs of the School.
- 14.e The School has adequate provision for insurance coverage.
- 14.f The physical facilities of the School are appropriately maintained.
- 14.g There is a recent, written Facilities Plan covering future needs, improvements, and additions.
- 14.h The School has a clear picture of its long- and short-term development needs and the plans, organization, and staffing to meet those needs.
- 14.i The School has a written, institutional Technology Plan that provides for the coordination of academic and administrative functions, defines the technological services available, projects needs and directions, and describes the management system.

**Standard 15 (Health and Safety): The School is a safe and healthy place for students and faculty.**

Sample Indicators:

- 15.a The School's climate, policies and procedures, rooted in inclusivity and empathy, honor the dignity of every person in their community.
- 15.b The School is a safe, clean, well-organized place that nurtures learning and mutual understanding among students and faculty. Concerns for safety include physical and emotional well-being.
- 15.c Students affirm they are supported in the development of relationships (student-to -student and student-to-teacher) based in trust and mutual respect.
- 15.d The School has a comprehensive written Crisis Response Plan that is clearly understood by faculty, staff, students, and parents.
- 15.e The physical facilities and staffing for healthcare are adequate to meet the needs of the student body, whether residential or day.

- 15.f Facilities and staff for food services are adequate and the quality of the food meets reasonable nutritional requirements.
- 15.g The School has necessary support services and programs to meet the emotional needs of students.
- 15.h. The School continually audits and validates the systems, facilities and practices that ensure the safety of the School community.
- 15.i There is a person or team with responsibility for reviewing safety provisions for any on-campus or off-campus activities, including field trips, athletic events, wilderness expeditions, etc.
- 15.j The School requires appropriate adult-student supervision during school hours and all school-sponsored student activities and programs
- 15.k The School has a reporting procedure in place to record and follow-up on any incidents regarding the health and safety of students or staff.
- 15.l The School thoroughly and regularly educates and trains all personnel in the legal requirements of mandatory reporting, appropriate emotional and physical boundaries and healthy relationships.
- 15.m There is a procedure in place to identify, monitor, and ensure compliance with applicable local, state, and federal regulations.

**Standard 16 (The Accreditation Process): The School is fully committed to institutional improvement and to the process of accreditation. The School completed an inclusive Self Study, conducted in a spirit of full disclosure and following Association guidelines; responds to Commission recommendations and the requirement to meet all Standards; and participates fully in the peer review process, hosting a Visiting Team and sending personnel to serve on Visiting Teams to other institutions.**

Sample Indicators:

- 16.a The School has completed a thorough Self Study (Part I and II) in accordance with CAIS policies.
- 16.b Administration, professional staff and those with governance responsibilities have actively participated in and are familiar with the Self Study and its findings.
- 16.c The School has in place a procedure for follow-up on plans and strategies found in its own Self Study and on recommendations in the Visiting Team report and to integrate improvement plans resulting from the Self Study into the School's Multi-Year Plan.
- 16.d The School participates in the Association's peer based accreditation process and is represented on Visiting Teams to other schools.