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|    | standards for membershipUpdated June 2021  |

**DOCUMENTATION OF ADHERENCE TO STANDARDS INSTRUCTIONS**

Documentation of Adherence to Standards is completed to demonstrate compliance with ISAS Standards as a step in a school’s application for membership or as part of Self Study. The submission is comprised of narrative explanations, school data and statistics, and copies of documents, school policies, handbooks, and publications. The Documentation of Adherence to Standards is reviewed for accuracy and compliance during the Accreditation Visit, and the Visiting Committee references the documents and data in their work at the school. The review of compliance becomes part of the Report of the Visiting Committee.

Submission of responses

* Narrative responses should be embedded in the Documentation of Adherence to Standards template located in the ISAS Accreditation Portal.
* School data and statistics should be uploaded to the ISAS Accreditation Portal in the format of the charts included in the portal template and in the DAS Exhibits. Exhibits J and R should be downloaded, completed by school personnel, and made available in notebooks in the Visiting Committee workroom at the school. Written response is not required to Exhibit Q as the Criteria for Financial and Facilities Management are provided as a guide for preparation for review of the business office. Excel worksheets for exhibits which include formulae are posted on the ISAS website at [www.isasw.org](http://www.isasw.org). Those that do not include formulae are included only as exhibits to the Documentation of Adherence to Standards.
* Copies of documents, school policies, handbooks, and publications should be uploaded as instructed to the ISAS Accreditation Portal. The Board Policy Manual, the Financial Policies and Procedures, and certificates evidencing health and safety inspections should be provided with Exhibits J and R in notebooks in the Visiting Committee workroom at the school.
* While some handbooks or policy books are requested in their entirety, many responses require copying references from such publications so that the reviewer does not have to search for the information.

Timeframe for responses

Although much of the material for the Documentation of Adherence to Standards can be compiled in advance, some of the charts should be completed with current data.

* Current year opening enrollment and student, faculty, and trustee diversity should reflect the year of the Accreditation Visit (or year of submission by an applicant school).
* Current Annual Giving should reflect the school year most recently completed.
* Faculty and Student Attrition should be documented since the most recently completed school year.
* Faculty experience and salary ranges should reflect the year of the Visit or submission.
* Admissions activity should reflect the most recently completed school year.
* Financial assistance data should reflect the year of the Visit or DAS submission.

Member schools preparing for a ten-year accreditation visit should finalize submission of the Documentation of Adherence to Standards in the accreditation portal at least one month prior to the Visit and should provide a hard copy in the Visiting Committee workroom at the school.

Applicant schools must finalize submission of the Documentation of Adherence to Standards at least one month prior to the Standards Committee meeting at which application to move forward with Self Study is addressed. The Director of Accreditation should be notified at least two months in advance so that the matter can be placed on the Standards Committee agenda.

**SECTION I: ORGANIZATION AND GOVERNANCE**

**I.A. MISSION**

**Standard: The school is organized around a clearly stated mission that forms the basis for all school goals, programs, policies, and procedures.**

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| *Indicators* | *Response* |
| 1. The mission statement is prominently published by the school.
2. The school engages in ongoing efforts to educate the members of its community about the mission.
3. A school affiliated with a particular religion has a clearly articulated statement of its religious goals, and these goals are reflected in the school’s program, practices, and policies.
 | 1. Provide the school’s mission statement and indicate where it is published.
2. Has the school’s mission changed during the past ten years?
3. How does the school educate members of its community about the mission?
4. If the school is affiliated with a particular religion, describe the school’s religious goals and how these goals are reflected in the school’s program, practices, and policies.
 |

**I.B. LEGAL ENTITY**

**Standard: The school is a legal entity, or part of a legal entity, which is in compliance with all applicable federal, state, and local laws.**

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| *Indicators* | *Response* |
| 1. The school reviews its articles of incorporation periodically to ensure accuracy and currency.
 | 1. Present a copy of the school’s charter or articles of incorporation and describe the procedure for periodic review for accuracy and currency.
 |

**I.C. NON-PROFIT STATUS**

**Standard: The school has been granted 501(c)(3) status by the Internal Revenue Service or is part of an institution that has been granted such status.**

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| *Indicators* | *Response* |
| 1. The school complies with all standards and practices required to maintain its 501(c)(3) status.
 | 1. Submit a copy of the Internal Revenue Service determination letter notifying the school of its 501(c)(3) status.
 |

**I.D. STATE EDUCATION AUTHORITIES**

**Standard: The educational program of the school is comparable to that required by the applicable rules and regulations of its state education authority.**

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| *Indicators* | *Response* |
| 1. The school’s educational program is comparable to or exceeds the state’s applicable standards.
2. The school maintains requirements and records the enable students to transfer successfully to public and private schools.
 | 1. By what authority or procedure does the state recognize the school’s accreditation and academic standing?
2. How does the school determine that its educational program is comparable to or exceeds the state’s applicable standards?
 |

**I.E. NON-DISCRIMINATORY PRACTICES**

**Standard: The school does not discriminate against any person in admission, employment, or school-administered programs in full compliance with local, state, and federal law.**

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| *Indicators* | *Response* |
| 1. The school has adopted a non-discrimination statement and complies with IRS publicity requirements of Revenue Procedure 2019-22.
 | 1. Provide the school’s non-discrimination statement and policies. Indicate where they are published. Is the wording of the statement consistent in all school publications?
2. Describe the school’s measures for compliance with IRS publicity requirements of Revenue Procedure 2019-22 with regard to both student admission and faculty and staff employment.
 |

**I.F. DIVERSITY AND REPRESENTATION**

**Standard: The school seeks a diverse student body, faculty, staff, administration, and board of trustees across a wide range of human characteristics.**

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| *Indicators* | *Response* |
| 1. The school seeks a diverse student body, faculty, staff, administration, and board of trustees.
 | 1. Describe specific goals, initiatives, and programs the school has implemented to seek a diverse student body, faculty, staff, administration, and board of trustees.
2. Submit the following charts:
	1. Enrollment for the Current Year by Grade, Gender, and Racial and Ethnic Diversity (**Exhibit A**)
	2. Faculty, Staff, and Administration by Racial and Ethnic Diversity and Gender

(**Exhibit B**)* 1. Trustees by Racial and Ethnic Diversity and Gender (**Exhibit C**)
1. How does the school utilize the above data to inform current and future goals, initiatives, and programs to seek a diverse student body, faculty, staff, administration, and board of trustees?
2. Apart from those in Exhibits A, B, and C, are there other characteristics the school seeks to create a diverse student body, faculty, staff, administration, and board of trustees?
 |

**I.G. EQUITY AND INCLUSION**

**Standard: The school demonstrates commitment and continuous progress toward its vision of a more equitable and inclusive school community.**

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| *Indicators* | *Response* |
| 1. The school builds conceptual understandings of diversity, equity, and inclusion or similar terms within the context of its mission and values.
2. The school develops goals and initiatives in the areas of equity and inclusion.
3. The school measures the progress of its equity and inclusion goals and initiatives.
4. The school commits resources to accomplishing its goals in the areas of equity and inclusion.
5. The school demonstrates a commitment to developing academic and co-curricular programs, policies, and procedures that promote an equitable and inclusive school community.
6. The school provides training and support on topics related to equity and inclusion for all members of its community, including the student body, faculty, staff, administration, and board of trustees.
 | 1. What are the school’s conceptual understandings of diversity, equity, and inclusion or similar terms? Are they working or published understandings? How are they connected to the school’s mission and values? Include any guiding statements or documents related to diversity, equity, and inclusion.
2. How does the school measure the progress of its equity and inclusion goals and initiatives?
3. Describe the resources (e.g. time, professional development, personnel, etc.) that are committed to equity and inclusion efforts. Explain how these resources are coordinated and advance the school’s goals and initiatives.
4. How does the school demonstrate its commitment to developing academic and co-curricular programs, policies, and procedures that promote an equitable and inclusive school community?
5. What training and support are provided on topics and related to equity and inclusion? Include information about students, faculty, staff, administration, and board of trustees.
 |

**I.H. GOVERNING BODY**

**Standard: The school is governed by a board of trustees which is constituted by and operates according to the school’s bylaws and which has independent decision-making authority.**

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| *Indicators* | *Response* |
| 1. The primary responsibility of the board of trustees is to ensure the long-term welfare and interest of the school and its mission.
2. The school and its board of trustees are organized with sufficient independence from other organizations to enable the board of trustees the decision-making authority to support and preserve the school’s mission and to promote the best interest of the school.
3. If the governing body of the school reports to the governing body of a religious institution, there is a clearly defined statement of organization, responsibility, and delegated authority.
4. There is a clearly articulated process documented in the school’s bylaws by which trustees are elected or appointed. The process allows constitution of a board that encompasses the qualities and experience that will best serve the school.
5. Prospective board members are made aware of the requirements and expectations of board membership prior to their election or appointment.
6. The board of trustees participates in an effective program of board development that includes annual new trustee orientation, annual self-evaluation, board leadership succession planning, and ongoing governance education on principles of good practice for independent schools.
7. The board conflict of interest policy is reviewed with and signed by individual trustees annually.
 | 1. Submit a copy of the school’s bylaws.
2. If the school is affiliated with another organization such as a religious institution, how is the independence of the board of trustees and the school administration ensured and maintained?
3. Describe the process for the nomination and election of trustees.
4. How are prospective board members made aware of the requirements and expectations of board membership prior to their election or appointment?
5. What are the procedures for board orientation and ongoing training?
6. How does the board plan and educate for continuing effective board leadership?
7. Provide the school’s policy on conflict of interest for board members and describe the procedure for its annual affirmation by each board member.
8. Describe the board self-evaluation process. Provide a copy of the most recent evaluation and a summary of the results.
9. How does the board use the results of self-evaluation to improve its governance practices?
 |

**I.I. DUTIES OF THE BOARD**

1. **Standard: The board develops and periodically reviews the school’s mission statement.**

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| *Indicators* | *Response* |
| 1. The board establishes the school’s overall goals in support of the school’s mission and ensures planning for the future.
 | 1. How often and by what procedure does the board of trustees review the school’s mission?
 |

1. **Standard: The board develops and periodically reviews the school’s major policies.**

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| *Indicators* | *Response* |
| 1. The school maintains a manual or digital record of all current board policies.
 | 1. Submit a copy of the school’s manual or digital record of all board policies currently in force. The notebook or access to the digital record should be available during the Accreditation Visit in the Visiting Committee workroom at the school.
 |

1. **Standard: The board is responsible for the financial stability and sustainability of the school.**

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| *Indicators* | *Response* |
| 1. The board approves and monitors the annual budget, audit, and multi-year financial plan.
2. The board has a process for review and approval of the information return filed annually with the Internal Revenue Service.
3. The board (or an appropriately constituted and designated affiliate board) establishes investment policies and monitors investment decisions.
4. The board (or an appropriately constituted and designated affiliate board) oversees the endowment and approves endowment policies, spending policies, and uses.
5. The board of trustees understands its central role in institutional advancement and demonstrates leadership in contributing and securing funds necessary to achieve the school’s development goals.
6. The board establishes fundraising and gift acceptance policies.
7. The board reviews and approves the school’s risk management and insurance programs.
8. The board authorizes any debt taken on by the school.
 | 1. Describe the procedures by which the board approves and monitors the annual budget, audit, and multi-year financial plan. Is there a separate audit committee?
2. Describe the process for board, board committee, or board officer review and approval of the information return filed annually with the Internal Revenue Service.
3. Submit the investment and spending policies for the endowment and other invested funds.
4. Describe the procedure for annual board review of the endowment policies and performance.
5. Describe how the board is actively involved in fundraising and institutional advancement.
6. Submit data on annual giving during each of the past three years. (**Exhibit D**)
7. Submit the school’s gift acceptance policies.
8. How is the board informed about the school’s risk management and insurance programs?
9. If the school has capital debt, what process did the board follow in authorizing the debt?
 |

1. **Standard: The board employs and regularly evaluates the head of school.**

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| *Indicators* | *Response* |
| 1. The head of school is the sole employee of the board of trustees.
2. The board of trustees is the sole employer of the head of school.
3. The board annually evaluates the head of school and establishes goals that are incorporated in the evaluation process.
4. Compensation, expectations, conditions, and terms of employment and termination of the head of school are documented.
 | 1. Is the head of school the sole employee of the board of trustees?
2. Is the board of trustees the sole employer of the head of school?
3. Describe the annual evaluation procedure and the process by which annual goals are defined for the head. Include a copy of the document used for evaluation of the head.
4. Supply a copy of the head’s employment agreement and other terms of employment including conditions and procedures for termination. **Do not include compensation figures.**
 |

1. **Standard: The board delegates the operational and educational functions of the school to the head of school and understands its responsibility to support the head of school and respect the boundaries that separate board and administrative roles.**

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| *Indicators* | *Response* |
| 1. The head of school works with the board of trustees to establish and refine the school’s mission and articulates the mission to all constituencies and the extended community.
2. The head of school oversees the school’s program and the community life of the school. The head keeps the board informed about all significant school matters.
3. The head of school is responsible for the employment of all faculty, administration, and staff.
 | 1. How does the board of trustees define its policy-making role? How does the board of trustees monitor the implementation of policies and the operations of the school?
2. Describe the working relationship and separation of duties between the head of school and the board of trustees.
 |

**SECTION II: PROGRAM**

**II.A. MISSION, GOALS, AND OBJECTIVES**

**Standard: The school’s mission, goals, objectives, and academic program emphasize excellence in the preparation of students for next-level education and purposeful and constructive lives. The school maintains high standards of quality in its program and faculty.**

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| *Indicators* | *Response* |
| 1. The learning environment promotes a climate of respect, understanding, and appreciation of socioeconomic, religious, racial, ethnic, and gender differences within the school, the local community, the nation, and the world.
2. The program includes topics and resources that provide diverse perspectives, experiences, and points of view.
3. The program has sufficient breadth to address the abilities, learning styles, developmental needs, and cultural backgrounds of the students enrolled.
4. The curriculum, in written form, describes the content, scope and organization, continuity, and transition of all subjects and courses across grade levels and/or divisions.
5. The curriculum is logically sequential in its parts and appropriate to the developmental needs of students.
6. The school’s program and climate demonstrate consideration for the intellectual, social, physical, aesthetic, and ethical education of its students.
7. The school program and operations demonstrate a commitment to environmental sustainability.
 | 1. How does the educational program promote a climate of respect, understanding, and appreciation of socioeconomic, religious, racial, ethnic, and gender differences within the school, the local community, the nation, and the world?
2. How are topics and resources that provide diverse perspectives, experiences, and points of view included in the school’s program?
3. How does the program address the abilities, learning styles, and developmental needs of the students it serves?
4. How does the school demonstrate a good faith commitment to environmental sustainability?
5. Provide a listing of school requirements and electives across grade levels and/or divisions as found in admissions information or course selection materials. During the Accreditation Visit, the fully documented curriculum with scope and sequence should be available in the Visiting Committee workroom at the school or by access to web-based curriculum mapping.
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**II.B. FREEDOM OF INQUIRY**

**Standard: The school encourages intellectual inquiry and teaches critical reasoning, analysis, independent thinking, and respect for diverse viewpoints.**

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| *Indicators* | *Response* |
| 1. In matters of faith and conscience, the school encourages student expression of individual differences in support of freedom of inquiry. In a school affiliated with a particular religion, the beliefs and questions of those who do not profess that religion are treated with respect.
 | 1. In matters of faith and conscience, how does the school encourage student expression of individual differences in support of freedom of inquiry?
2. How are students permitted and encouraged to apply critical thought to all areas of study, including religious studies? Is religious doctrine taught with specific beliefs that students are expected to adopt?
 |

**II.C. LEARNING ENVIRONMENT**

**Standard: The curriculum, classroom environment, educational resources, and teaching methods are appropriate for the developmental needs of the students and their preparation for a complex and rapidly changing world.**

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| *Indicators* | *Response* |
| 1. The school considers class size as it relates to the school’s mission.
2. The faculty employs inclusive teaching techniques and learning strategies that acknowledge the variety of student needs, perspectives, and experiences.
3. Periodic assessment is made of each student’s developmental progress through observation and documentation. At appropriate grade levels, regular standardized testing or objective reviews are used to evaluate program effectiveness and to determine how best to assist individual students.
4. Assessment methods are periodically reviewed at all levels to ensure equitable practices.
5. Reports on student progress are sent to parents on a regular basis, and opportunities are provided for parent-teacher communication.
6. The school has evaluation and referral policies for students who have special needs beyond the capabilities of its faculty.
 | 1. What is the range of and rationale for class size in self-contained classes?
2. What is the range of size of class sections in individual academic disciplines?
3. What inclusive teaching techniques and learning strategies are employed by faculty?
4. What type of periodic assessment is made of each student’s developmental progress? What standardized tests are used and at which grade levels? How are the results of assessments used and communicated to parents?
5. How are assessment methods reviewed to ensure equitable practices?
6. Describe the procedures for reporting to parents about student performance. What opportunities are provided for parent-teacher communication?
7. Describe the evaluation and referral policies for students who have special needs beyond the capabilities of the faculty.
 |

**II.D. PROGRAM DEVELOPMENT**

**Standard: The faculty is involved, in appropriate ways, in reviewing, planning, and developing the school’s academic and other programs.**

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| *Indicators* | *Response* |
| 1. The school maintains a current record of academic policies and procedures and ensures compliance with these policies and procedures.
2. In selection of resources for the educational program, the school respects the judgment of its faculty and professional staff.
 | 1. What are the policies for selection of teaching and research materials? Who has responsibility and authority for the decisions?
2. How is the faculty engaged in the development of curriculum and school programs? Cite an existing process for decision-making that includes faculty participation.
 |

**II.E. PROGRAM REVIEW**

**Standard: The school demonstrates that its educational programs, instructional practices, and culture are informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.**

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| *Indicators* | *Response* |
| 1. The school has procedures that assure appropriate and effective review of its programs, curriculum, policies, and learning assumptions, taking into account current educational theory and research, as well as the school’s conceptual understandings of diversity, equity, and inclusion (or similar terms), to maintain a meaningful instructional program for students.
2. The school has procedures for follow-up on the success of graduates and uses resulting information to assess its goals and educational program.
3. A school’s effectiveness is evident in more than just the placement and academic records of its students. Therefore, the school demonstrates development of attributes of character which are measured less easily but are of equal value.
 | 1. What procedures are in place to review the school’s programs, policies, curriculum, and learning assumptions?
2. Describe how faculty and administration research and study advances in teaching and learning and how knowledge gained impacts the school’s program.
3. Describe programs that develop attributes of character in the school’s students.
4. Provide Graduate Placement Reports for the last two graduating classes. List the schools to which each student applied, the schools by which each student was accepted, and the school in which each graduate enrolled. **(Exhibit E)**
5. How does the school assess the success of students after graduation? Provide details on programs that track graduates and an assessment of the effectiveness of the processes.
6. What has the data revealed about the strengths of the school’s curriculum, the extracurricular programs, and students’ experience at the school? What areas have been identified as needing improvement? What changes, if any, has the school made in response?
 |

**II.F. PROGRAM SUPPORT**

**Standard: The school provides adequate program support, including curricular materials, technology, library and research services, health services, guidance services, and student activities. Appropriate oversight and support are provided to residential and homestay programs.**

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| *Indicators* | *Response* |
| 1. The school provides teachers and students with sufficient and current educational resources to implement the school’s program.
2. The library, academic research, and technology resources are supplied, organized, and staffed to effectively support the academic program and the needs of students and professional staff.
3. The school integrates technology in appropriate ways to expand, enhance, and assist learning.
4. The school provides health services for students and employees that are administered and carried out by personnel who have appropriate training and experience.
5. The school has adequate procedures to seek emergency medical care for students while they are engaged in school programs both on and off campus.
6. The school has written policies, procedures, and documentation for dispensing medications and prescription medicines.
7. The school supports and educates students to help to prevent, identify, and address potentially harmful behavior, including self-harm, bullying, teasing, and sexual misconduct between or among students.
8. The school has written and clearly communicated policies and procedures for student discipline. These policies and procedures are regularly reviewed to ensure equitable implementation.
9. Counseling and guidance resources are available by referral or at the school to students, parents, and faculty.
10. The school offers a co-curricular program that is congruent with the mission of the school, complements the academic program, and is responsive to student interests.
11. Homestay programs are consistent with the mission of the school and provide a balanced and enriched experience in a safe and healthy environment. A homestay student is defined as any student attending or enrolled in the school for any period of time who is living with anyone other than a parent, guardian, or immediate family member.
	1. The school is in compliance with all applicable federal, state, and local laws and regulations.
	2. There is a clearly defined process to screen host families, including background checks and a method for matching student and family interests.
	3. The school has clearly communicated expectations for host families and students regarding academic and disciplinary policies both during the school week and on weekends and vacations.
	4. The school confirms that homestay facilities are safe and clean and provide sufficient living space and privacy.
	5. Systems are in place to support full integration of homestay students into the life of the school.
	6. The school regularly evaluates the homestay program to assess quality and mission-alignment.
12. Residential programs are consistent with the mission of the school and provide a balanced and enriched experience for students in a safe and healthy environment.
	1. The school is in compliance with all applicable federal, state, and local laws and regulations.
	2. Boarding students are supervised by adults who live in or adjacent to quarters and who are qualified to meet the needs of the residential students they supervise.
	3. All residential supervisors are screened through thorough background checks.
	4. Rules and policies governing residential life, leaves, privileges, and discipline are comprehensive, equitable, clearly communicated to residential students and their parents, consistently applied, and regularly reviewed.
	5. Residential arrangements provide each student adequate security and personal privacy.
	6. Systems are in place to support full integration of residential students into the life of the school.
	7. The school regularly evaluates the residential program to assess quality and mission-alignment.
 | 1. Describe the library including staff, facilities, availability, and access. Submit the Library Data chart. (**Exhibit G**)
2. Describe the school-wide process for integration of technology into the curriculum, including planning for technology purchases, allocation, maintenance, and training.
3. Submit the school’s policy on Acceptable Use of Technology for students and employees.
4. Is a trained health professional available when students are at school? What level of qualification is required (registered nurse, EMT, trained aide, etc.)?
5. Describe the emergency medical care procedures for students engaged in school programs.
6. Document policies and procedures for dispensing medications and prescription medicines.
7. What processes are in place to ensure student support and education to prevent, identify, and address potentially harmful behavior, including self-harm, bullying, teasing, and sexual misconduct between or among students?
8. Describe the process for reviewing student discipline policies and procedures to ensure equitable implementation.
9. What counseling resources are available to students and faculty at school or by referral?
10. Document the plan for management of the school’s co-curricular and community service activities, including the way in which activities are approved and funded, the requirement for faculty sponsorship, and the means by which the program is regularly assessed to determine the relevance and continuing value of each activity.
11. A homestay student is defined as any student attending or enrolled in the school for any period of time who is living with anyone other than a parent, guardian, or immediate family member. Describe the homestay program including how the school identifies and enrolls mission-appropriate students, the age range of students served, and the number of students in the program. How does the school communicate expectations for host families and students regarding academic and disciplinary policies both during the school week and on weekends and vacations? Submit the handbook for host families and for homestay students.
12. How does the school ensure appropriate screening, training, and oversight of the host family, including background checks and a method for matching student and family interests?
13. How does the school confirm that homestay facilities are safe and that arrangements for each student are appropriate?
14. Describe how the school monitors the safety and well-being of students who reside in homestay or host family environments. How are parents kept informed regarding homestay student progress and conduct?
15. How does the school regularly evaluate the homestay program to assess quality and mission-alignment?
16. Describe the boarding program including how the school identifies and enrolls mission-appropriate students, the age range of students served, and the number of students in the program. How does the school communicate expectations for students regarding academic and disciplinary policies both during the school week and on weekends and vacations? Submit the Residential Life handbook for boarding students.
17. What are the criteria for selecting and assigning residential staff? Describe the procedure for obtaining background checks for residential staff.
18. Describe the training specific to residential life responsibilities. Submit the Residential Life staff handbook.
19. How are rules and policies communicated to parents? How are parents kept informed regarding resident student progress and conduct?
20. What supplemental support is available to residential students? Describe programming and activities after class hours and on weekends.
21. How does the school regularly evaluate the residential program to assess quality and mission-alignment?
 |

**II.G. OFFERINGS**

1. **Nursery and Toddler Programs**

***ISAS does not accredit infant and toddler programs for children below the age of three. However, schools with such programs must demonstrate compliance with all applicable federal, state, and local licensing and health and safety requirements.***

*Response*

1. Provide evidence of compliance with all applicable federal, state, and local licensing, health, and safety requirements for nursery and toddler programs.
2. **Early Childhood**

**Standard: Early childhood is defined as the ages of three and four years. The program promotes the skills necessary for children to develop and mature creatively, socially, cognitively, emotionally, and physically. The program is developmentally appropriate and is based on an understanding of general patterns of growth in the early years as well as each child’s individual development.**

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| *Indicators* | *Response* |
| 1. All personnel engaged with children have appropriate training, understanding, and knowledge regarding the developmental characteristics of this age group.
2. Schools are in full compliance with state regulations for licensing, staffing, health, and safety in early childhood programs.
3. The design of the program, instructional materials, equipment, and physical environment support the development of each child and include the arts and physical activity.
4. Facilities for the program are adequate in construction, space provided, and maintenance to meet the needs of children in the program and to protect their health and safety.
 | 1. What is the teacher/student ratio in individual class sections? Differentiate between teachers and teacher aides.

Full assessment of compliance will be conducted during the Accreditation Visit in coordination with review of the Self Study and curriculum documentation, interviews, and classroom observation. |

1. **Elementary Level**

Standard: At the elementary level, the school’s program enables students to master fundamental analytic, computational, and literacy skills while offering learning experiences which develop their broad range of intelligences and capacities. The school’s program readies students for next-level education and for purposeful and constructive lives.

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| *Indicators* | *Response* |
| 1. Students develop the ability to reason, as demonstrated through progress in writing, reading, mathematics, and scientific inquiry and in the application of higher-order thinking skills.
2. The school offers programs in the arts and physical education to develop necessary affective behaviors and motor functions.
3. Programs in the visual and performing arts and physical education complement the program, develop the child holistically, and promote the growth of healthy and resilient students who are confident problem solvers and creative thinkers.
4. All programs and co-curricular offerings are appropriate to the developmental needs of students.
 | 1. Submit a copy of graduation requirements if the school ends before Grade 12.
2. Describe the next-level advisory/placement process if the school ends before Grade 12.

Full assessment of compliance will be conducted during the Accreditation Visit in coordination with review of the Self Study and curriculum documentation, interviews, and classroom observation. |

1. **Secondary Level**

**Standard: At the secondary level, the school offers a curriculum of sufficient challenge and breadth to prepare students for next-level education and for purposeful and constructive lives.**

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| *Indicators* | *Response* |
| 1. The school program addresses the intellectual, creative, physical, developmental, ethical, and emotional needs of the students.
2. Graduation requirements meet the entrance requirements of four-year colleges and universities.
 | 1. Submit the school’s graduation requirements.
2. Describe the school’s college advisory/placement process.

Full assessment of compliance will be conducted during the Accreditation Visit in coordination with review of the Self Study and curriculum documentation, interviews, and classroom observation. |

1. **E-Learning and Distance Education Programs**

**Standard: Schools incorporating asynchronous or synchronous learning opportunities enabled by the internet, audio, video, or other means must demonstrate that the courses align with the mission of the school and with the quality of classes taught on-site. Offerings which are not developed by the school must be accredited by a state department of education or a state or regional accrediting agency.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. The school has established approval and monitoring processes that assure the quality of distance learning courses for which credit is granted.
2. The school has determined the percentage of a student’s course of study which may be completed through distance learning programs.
3. The school ensures equitable access to these programs and the associated resources for qualifying students.
 | 1. Submit the policies on approval and monitoring of distance learning courses for which school credit is granted.
2. Supply the rationale behind the percentage of a student’s course of study which may be completed through distance learning programs.
3. How does the school ensure that access to these programs and the associated resources is equitable for qualifying students?
 |

**SECTION III: ADMINISTRATION, FACULTY, AND STAFF**

**III.A. QUALIFICATIONS**

**Standard: All teachers in grades preschool through twelve possess a four-year college degree, or its equivalent, and are trained or experienced in the areas to which they are assigned. Teaching aides and assistants who work under the direct supervision of qualified faculty may be qualified by experience other than a four-year degree.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. All personnel engaged with students have appropriate training, understanding, and knowledge regarding the developmental characteristics of the appropriate age group.
2. Every job applicant completes a standard application form, and the employment process is designed to elicit relevant and legally required information such as educational background, employment history, criminal convictions, employment eligibility, and references.
3. The school requires applicants to submit college transcripts and verifies recommendations and references as part of the application process.
4. The school conducts a background check on each teacher, administrator, and staff candidate before an offer of employment is finalized.
 | 1. Submit copies of the school’s administration, faculty, and staff employment application forms.
2. How does the school conduct background checks on administration, faculty, and staff candidates?
3. Submit the chart on Faculty Attrition. (**Exhibit H**)
4. Submit the chart on the Distribution of Full-time Faculty by Years of Teaching Experience. (**Exhibit I**)
5. Document completion of a four-year college degree, or its equivalent, by each teacher. A notebook containing Staff Information Forms (Exhibit J or an internal form which includes the same information) detailing current assignments and educational background of faculty and administration should be available during the Accreditation Visit in the Visiting Committee workroom at the school.
6. During the Accreditation Visit, faculty and employee files must be available for inspection by ISAS staff or a designee.
 |

**III.B. SUPERVISION AND EVALUATION**

**Standard: The school provides consistent and effective supervision of employees and has a program of regular evaluation of individual performance.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. The school has a handbook containing written policies and procedures for administrators, faculty, and support staff.
2. The school establishes and communicates professional behavior policies and procedures to protect the safety and wellbeing of students. The school ensures that regular training, including harassment, professional distance, and mandatory reporting regulations, occurs and monitors compliance with these policies and procedures.
3. The school’s faculty, administration, and staff evaluation program is growth oriented and promotes improved performance.
4. The evaluation program is consistently utilized and includes clear standards, processes, timelines, and documentation.
5. An orientation and mentoring program is in place for faculty new to teaching or new to the school.
 | 1. Submit a copy of the faculty/employee handbook containing professional conduct and employment policies and procedures.
2. Describe the school’s policies and training in professional behavior and in procedures that protect the safety and wellbeing of students, including harassment, professional distance, and mandatory reporting regulations. How does the school monitor compliance with these policies?
3. Describe the process for faculty evaluation and include a copy of the instrument used. How does the program promote improved performance?
4. Document the process for evaluation of administrative personnel.
5. Describe the orientation and mentoring programs for new faculty and staff.
 |

**III.C. PROFESSIONAL GROWTH AND DEVELOPMENT**

**Standard: Professional growth and development are clear expectations of all employees.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. The school has a program which holds faculty accountable for engaging in career-long professional development and implementing effective strategies in their classrooms on an ongoing basis.
2. The school provides time, space, and resources for professional development.
3. The school distributes professional development funds to faculty and staff in an equitable fashion and by established criteria.
4. The purpose and expected outcomes of professional development are clear, and there is ongoing assessment of the program’s effectiveness.
 | 1. How does the school’s program for professional development impact teaching and learning?
2. What is the budget for administration, faculty, and staff professional development?
3. What are the criteria for distributing funds in an equitable fashion? How are the outcomes assessed?
 |

**III.D. ADMINISTRATION**

**Standard: The administrative structure is organized to effectively implement school policies and to oversee programs, personnel, facilities, and resources.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. The school assigns individuals to such areas as advancement, admissions, alumni/ae and parent relations, financial and facilities management, and traditional responsibilities relating to faculty and students.
 | 1. Describe the school’s administrative structure and provide position descriptions for administrative leaders.
 |

**III.E. PROCEDURAL FAIRNESS**

**Standard: The school subscribes to procedural fairness in all faculty and staff disputes.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. Procedural steps in adversarial situations are published in the Faculty/Staff Handbook.
 | 1. Detail the school’s grievance policy and appeals process.
2. Submit the policy for protecting employees from retaliation for questioning policies or procedures.
 |

**SECTION IV: ETHICAL CONDUCT AND DISCLOSURE**

**IV.A. ACCOUNTABILITY**

**Standard:** **The school is responsive to its constituencies and accountable to ISAS for meeting standards for accreditation.**

**IV.B. EVALUATION PROCESS**

**Standard: The school is fully committed to institutional improvement and to the process of accreditation. The school completes a comprehensive and candid Self Study following Association guidelines, responds to requests of the Standards Committee, and participates fully in the Association’s accreditation process, including nominating school personnel to serve on visiting committees for other schools.**

**IV.C. ISAS CODE OF ETHICS**

**Standard: The school and its board, administration, faculty, and staff abide by the ISAS Code of Ethics. In addition, the NAIS Principles of Good Practice serve as guidelines for ISAS schools.**

*Indicators*

Employment

1. The school will respect the right of employees to approach other member schools to discuss employment.
2. Before making an offer of employment or after making an offer of employment contingent upon successful completion of background and reference checks, the school performs appropriate background and reference checks to validate a candidate’s education and employment history, focusing on the ability of the individual to fulfill the professional duties of the position and confirming the individual’s suitability to work with children. The school does not finalize the hiring of a new employee without completing a reference call with the individual’s most recent employer.
3. The school will strictly maintain the confidentiality of all personnel information obtained about an applicant or an employee.

Admissions and Financial Assistance

1. The school will recognize the right of its students or families to visit and consider other schools without notifying the present school.
2. The school does not offer admission to a student from another school without receiving an official record of student progress, transcript, or its equivalent directly from the student’s current school.
3. The school complies promptly when parents submit a written request to send an official transcript or equivalent student records to another school. When compliance is not possible, parents are notified of the reasons.
4. Need-based financial assistance is granted on the basis of documented parent financial need.
5. Merit-based scholarship programs accord with the mission of the school and follow a clearly articulated and published process that is consistent, fair, and ethical.

**IV.D. FULL DISCLOSURE**

**Standard: There is full disclosure of the school’s mission, policies, program, and practices.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. The school publishes the qualifications and experience of faculty, administration, and professional staff.
2. The school annually publishes, on its website or in documents such as Faculty/Staff Handbooks and Parent/Student Handbooks, the rules, expectations, and procedures by which the school operates.
3. The school makes available to its constituencies a description of its curriculum, program, and graduation requirements.
4. In the enrollment contract, the school clearly communicates behavioral expectations and financial commitments for students and parents.
5. The school maintains an admissions process that respects the needs of students and families to learn about school programs and activities and communicates clear and timely information on requirements of the admissions process and costs and other financial expectations of attending the school.
6. The school’s admission process, policies, and standards reflect the mission of the school. The process allows the school, the family, and the student to determine if matriculation would be educationally appropriate and mutually beneficial.
7. In the administration of need-based financial assistance, the school employs documented procedures that ensure fair, consistent, and confidential assessment of each family’s financial need.
8. The non-discriminatory policies of the school are articulated and demonstrated in advertising, evaluation, admissions, and financial assistance decisions.
9. The school makes available to constituents an annual report which includes financial information.
 | 1. How are the teaching assignments, experience (years of employment at the school), and qualifications, including degrees, of the faculty and administration published? Include an example of the pages of publication or website pages.
2. Submit the published rules, expectations, and procedures under which the school operates such as the Parent/Student Handbook.
3. How are graduation requirements published for access by applicants and constituents?
4. By what means is information on the scope and sequence of curriculum granted to constituents?
5. Provide the published policies and procedures regarding application for admission and application for financial assistance. Submit a copy of the application for admission.
6. How do the school’s admission process, policies, and standards reflect the mission of the school?
7. Provide the published policies and procedures regarding merit scholarships.
8. Complete the admission data charts for:
	1. Admissions Activity (**Exhibit K**)
	2. Enrollment (**Exhibit L**)
	3. Attrition (**Exhibit M**)
	4. Financial Assistance (**Exhibit N**)
9. Describe how the school makes available to donors and other constituents an annual report of the school’s finances.
 |

**IV.E. RECORDS MANAGEMENT**

**Standard: The school has policies and procedures that govern the retention, security, maintenance, and use of personnel, financial, corporate, and student records, including print and digital records, and such records are kept confidential and protected against catastrophic loss.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. The school maintains complete and accurate records for faculty and staff and for current and former students. These records are protected against loss by fire or theft and are available only to authorized persons.
2. The school has policies on record retention and destruction which comply with state and federal regulations.
 | 1. Describe the procedures for maintaining records for faculty and staff and for current and former students. How are records protected against loss by fire or theft? Who has access to the records and by what procedure?
2. Provide the school’s policies on record retention and destruction and the procedure used to monitor the policies’ compliance with state and federal regulations.
3. The school’s policies on record retention include a provision stating that, in the event a school closes or ceases operations while accredited by ISAS, it will notify ISAS of the permanent storage location of its student cumulative summary record files and arrange for ISAS access or it will forward the cumulative record files to ISAS for safekeeping and future access by authorized personnel. State the school’s provision for notification of arrangements for storage of student cumulative summary record files in the event the school closes.
 |

**SECTION V: FINANCIAL AND FACILITIES MANAGEMENT**

**V.A. PROCEDURES**

**Standard: The financial resources and management of the school are adequate to sustain a sound educational program consistent with its stated mission and to provide for the long-term stability of the school. Financial management procedures include appropriate accounting methods and a formal budgeting process.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. The school has adequate internal financial policies, procedures, and controls.
2. The school normally operates with a balanced budget.
3. The school adequately funds depreciation or budgets sufficient funds for an account for ongoing plant repair and maintenance.
4. The school’s debt does not jeopardize its financial position or educational program. A sound and manageable plan is in place to retire existing debt.
5. The school maintains a multi-year financial plan to support its strategic goals.
6. An annual independent financial audit is performed specifically for the school and is separate and independent from the audit of another entity such as an affiliated religious or community institution.
7. The board establishes all policies relating to the school’s audit, and the results of the independent audit are presented annually to the full board.
 | 1. Provide the school’s operating and capital budgets for the current year.
2. Provide the school’s most recent internal financial reports.
3. Has the school operated at a deficit for any of the past five years? Does the school have accumulated operating deficits? Present the reasons for the operating deficits, the strategy to improve operating performance, and the plan to retire the accumulated debt resulting from the deficits.
4. Provide the school’s PPRRSM funding policy.
5. Does the school have capital debt? What is the principal amount? What is the annual debt service (P&I)? What percentage of the operating budget does the debt service comprise? Detail the plan for retirement of capital debt.
6. Provide the school’s multi-year financial plan.
7. Submit the independent financial audit and management letters (if applicable) for the two most recent fiscal years.
8. A notebook containing the school’s Financial Policies and Procedures should be available during the Accreditation Visit in the Visiting Committee workroom at the school.
9. Provide a copy of the student enrollment contract.
 |

**V.B. CONTROL OF FUNDS**

**Standard: All funds generated by any school activity are recorded in the school’s accounts and are under direct control of the school.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. All accounts of auxiliary organizations that raise funds in the name of the school are under direct control of the school.
2. All restricted contributions are accepted in accordance with the school’s board-approved gift acceptance policy.
 | 1. Submit the school’s policy on auxiliary accounts and state how it is communicated to auxiliary groups.
2. State the policy and procedure for accepting restricted contributions. What procedures are in place to ensure that restrictions are identified, properly documented, and recorded correctly?
 |

**V.C. PERSONNEL POLICIES**

**Standard: The school employs fair and appropriate personnel policies, salaries, and benefits for the faculty and staff.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. Policies are consistent and equitable and in conformity with state and federal law.
2. Terms and conditions of employment are provided annually to each school employee.
3. Personnel policies are published in a Faculty/Staff Handbook.
4. Faculty compensation is sufficient to attract and retain qualified teachers.
 | 1. Submit personnel and employment policies and procedures.
2. Submit a copy of the faculty employment contract.
3. Complete the Faculty Salary Distribution Chart. (**Exhibit O**)
4. Provide a written description of benefits provided to employees.
5. Submit the tuition remission policy (if applicable).
 |

**V.D. SUMMER PROGRAMS**

**Standard: ISAS schools may operate summer sessions provided the program purpose is mission-aligned. Policies and procedures must comply with all applicable federal, state, and local licensing and health and safety requirements and address general risk management issues, administrative oversight, control of funds, and emergency procedures.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. Policies are in place to protect children, including background checks and training in the school’s policies and procedures for all personnel and volunteers.
2. The program’s facilities are adequate, well-maintained, and safe. Security procedures and emergency policies are in place to provide a safe environment for personnel and students.
 | 1. A notebook containing responses to Criteria for Review of Summer Programs (**Exhibit R**) should be available during the Accreditation Visit in the Visiting Committee workroom at the school.
 |

**V.E. PHYSICAL PLANT, FACILITIES, AND SAFETY**

**Standard: The school maintains, or has available for its use, a physical plant and facilities adequate to support its program and to provide a safe environment for students and employees.**

|  |  |
| --- | --- |
| *Indicators* | *Response* |
| 1. School facilities are adequate to support the school’s mission and programs.
2. The school has procedures to review and address the safety of buildings, equipment, and grounds that meet reasonable and legal standards.
3. Emergency and crisis plans are reviewed annually and communicated to all staff and responsible parties.
4. The school responds immediately to directives and suggestions made by health or fire inspectors or by other government agents.
5. Procedures and equipment meet professionally accepted standards for safety and for storage of chemicals and potentially harmful materials.
6. Risk management procedures and policies and adequate insurance coverage are in place.
7. Plant and facility records are kept in good order and are accessible.
8. The school has established a multi-year plan to maintain the physical plant.
9. The school’s custodial and maintenance services are adequate to keep the buildings and grounds clean, orderly, and in good repair.
 | 1. Submit the school’s risk management procedures and policies.
2. Provide a copy of the school’s emergency management plan. How is the plan communicated to school personnel? What is the procedure for the plan’s review?
3. Submit the Health and Safety Checklist (**Exhibit P**) signed by the head of school through the ISAS accreditation portal to confirm the school’s full compliance with all state and local safety and health regulations. A notebook containing corresponding certificates, licenses, and inspection reports should be available during the Accreditation Visit in the Visiting Committee workroom at the school.
 |

**V.F. Criteria for Review of Financial and Facilities Management**

*Response*

Full assessment of compliance with Association standards will be conducted during the Accreditation Visit through review of the Self Study and financial and facilities documentation and through interviews with business office and facilities staff. Criteria for Review of Financial and Facilities Management **(Exhibit Q)** provide a framework for the interviews.

Exhibit A

Enrollment for the Current Year by Grade, Gender, and Racial and Ethnic Diversity

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Boys** | **Girls** | **Total** | **Black/ African American** | **Latino/ Hispanic American**  | **Asian** | **Native American** | **Middle Eastern** | **Pacific Islander** | **Two or More Races** | **White Non-Hispanic** | **Inter-national** |
|
| PK |   |   | 0 |   |   |   |   |   |   |   |   |   |
| K |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 1 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 2 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 3 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 4 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 5 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 6 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 7 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 8 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 9 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 10 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 11 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| 12 |   |   | 0 |   |   |   |   |   |   |   |   |   |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

# Exhibit B

# Administration, Faculty, and Staff by Racial and Ethnic Diversity and Gender

(Enter each administrator, teacher, or staff member in only one category.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Black/ African American** | **Latino/ Hispanic American** | **Asian** | **Native American** | **Middle Eastern** | **Pacific Islander** | **Two or More Races** | **White Non-Hispanic** | **Inter-national** | **Female** | **Male** | **Total** |
|
| Administrators |   |   |   |   |   |   |   |   |   |   |   | 0 |
| Teachers |   |   |   |   |   |   |   |   |   |   |   | 0 |
| Professional Staff (nurse, counselor, etc.) |   |   |   |   |   |   |   |   |   |   |   | 0 |
| Office Staff |   |   |   |   |   |   |   |   |   |   |   | 0 |
| Maintenance Staff |   |   |   |   |   |   |   |   |   |   |   | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

# Exhibit C

# Trustees by Racial and Ethnic Diversity and Gender

(Enter each trustee in only one category.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Black/ African American** | **Latino/ Hispanic American** | **Asian** | **Native American** | **Middle Eastern** | **Pacific Islander** | **Two or More Races** | **White Non-Hispanic** | **Inter-national** | **Female** | **Male** | **Total** |
|
| Trustees |   |   |   |   |   |   |   |   |   |   |   | 0 |

# Exhibit D

# Annual Giving Support

*Submit data on annual giving during each of the past three years.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Number | Percent | Total $ | Average |
| of Participants | Participation | Amount | Gift |
| Trustees |   |   |   |   |
| Current Parents |   |   |   |   |
| Past Parents |   |   |   |   |
| Alumni/ae |   |   |   |   |
| Faculty/Administration |   |   |   |   |
| Grandparents |   | N/A |   |   |
| Foundations |   | N/A |   |   |
| Corporations |   | N/A |   |   |
| Total | 0 | N/A | 0 |   |
|   |   |   |   |  |
|   |   |   |   |  |

Exhibit E

Graduate Placement Report

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Graduating Grade Point Average** | **Applied to** | **Accepted** | **Attended** |
|   |   |   |   |   |
| 1 |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
| 2 |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
| 3 |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
| 4 |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
| 5 |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
| 6 |   |   |   |   |
|   |   |   |   |   |
| Etc. |   |   |   |   |

Exhibit G

Library Data

Facilities

How many libraries does the school have, and which divisions does each library serve? List the square footage of each library.

How flexible is the space, and how is it used? Discuss how the space supports the library’s goals.

How many students can each library accommodate?

**Personnel**

What are the library’s hours of operation and staffing levels during those hours?

Submit the number of librarians and staff (indicating full- and part-time), and identify those with professional library degrees or library media teacher credentials.

How do librarians participate in curricular development and technology planning?

How do librarians and staff collaborate with teachers in planning research activities, project production, and bibliographic training?

Describe assigned non-library duties for each librarian and staff member.

Describe available volunteer support. How do volunteers serve in the library? How are volunteers trained?

**Activity**

How many class visits occur weekly from each division? Is the schedule flexible according to teaching needs or the same each week?

What is the average weekly head count?

What is the total annual circulation?

Describe the Library’s virtual facility and how it is used. Include usage statistics. List the database subscriptions offered.

How does the library offer access to e-books and audiobooks?

Describe how training in research methods and tools is advanced for teachers and students?

How are materials, digital resources, and services publicized to administration, faculty, students, and parents?

**Holdings**

|  |  |  |  |
| --- | --- | --- | --- |
| *By Library* | **Books** | **E-books****owned** | **E-books via Subscription** |
| Non-Fiction |  |  |  |
| Fiction |  |  |  |
| Picture Books |  |  |  |
| Reference |  |  |  |
| Professional Collection |  |  |  |
| **Total**  |  |  |  |

What is the average age of the print collection in the following categories?

* Overall print collection \_\_\_\_\_\_\_\_\_\_\_\_
* DDC 500 (Sciences) \_\_\_\_\_\_\_\_\_\_\_\_
* DDC 610-619 (Medical Sciences) \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Audio Books, hard copies (CDs, Play-Aways) |  |
| Audio Books, digital (owned) |  |
| Audio Books, digital (via subscription) |  |
| CDs, Non-book (i.e. music, speeches) |  |
| Educational Films, hard copies or digital (owned) |  |
| Educational Films (streamed via subscription) |  |
| Periodicals (non-database) |  |
| Other (specify) |  |
| **Total** |  |

**Financial**

|  |  |  |
| --- | --- | --- |
|  | **Current Budget** | **Previous Year** |
| Books: Print, Digital and Audio |  |  |
| Periodicals |  |  |
| Educational Films Owned |  |  |
| Databases and Other Subscription Services |  |  |
| Equipment |  |  |
| Other (specify) |  |  |
| **Total** |  |  |

What other support is available to the library beyond the budget (i.e. birthday books, Book Fair, gift accounts to support long-range growth)?

### Technological Infrastructure

How many computers serve the library? What other digital devices are available for patron use? Is the school a 1:1 campus?

What other technology is available for patron use (printers, interactive whiteboards, copy machines, etc.)?

What type of internet connection does the library provide for patrons (including bandwidth)?

How many electrical outlets are available for patron use?

**Policies and Procedures**

Does the library have a clear collection development policy in place as a part of the general school policies? How and how often is the policy reviewed?

Does the library have a clear materials challenge policy in place as a part of general school policies?

Is the collection weeded regularly in line with a particular method or philosophy?

# Exhibit H

# Faculty Attrition

(Enter each teacher in only one category.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Years | Moved out of town | Left Teaching | Another school | Not rehired | Other | Total Attrition | Total Faculty |
| Prior to Current Year |   |   |   |   |   | 0 |   |
| Prior to Last Year |   |   |   |   |   | 0 |   |
| Prior to Two Years Ago |   |   |   |   |   | 0 |   |

# Exhibit I

# Distribution of Full-time Faculty by Years of Teaching Experience

(Teaching experience includes years of teaching at all schools.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | 0-5 years | 6-10 years | 11-15 years | 16-20 years | 21+ years |
| # of Teachers |   |   |   |   |   |

**Exhibit J
Staff Information Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Last Name** | **First** | **Middle** | **Year Hired** | **Gender** |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **Title** | **Teaching Assignment** |
|  |  |

# Secondary School

|  |  |  |
| --- | --- | --- |
| **Name** | **Location** | **Year Graduated** |
|  |  |  |

# Higher Education Completed or Underway

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Dates Attended** |  |
| **Institution** | **Major/Minor** | **Mo/Yr** | **Mo/Yr** | **Degree Awarded** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Prior Teaching Experience

|  |  |  |
| --- | --- | --- |
|  | **Dates Employed** |  |
| **Institution/Location** | **Mo/Yr** | **Mo/Yr** | **Title or Teaching Assignment** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Memberships (related to school responsibilities)**

|  |
| --- |
|  |

Current Assignments

**Teaching Assignments — Current School Year**

|  |  |
| --- | --- |
| **Course Titles and/or Subjects and Grade Levels** | **# of Students in Class** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Supervisory Duties: Study Hall, Playground, Cafeteria, Dormitory, etc.**

|  |
| --- |
|  |

#  Extra-Curricular and Sports Assignment by Level and Season

|  |
| --- |
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#  Administrative Responsibilities

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| --- |
|  |

# Committee Assignments

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| --- |
|  |

**Exhibit K**Admissions Activity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Inquiries** | **Applications** | **Offers of Enrollment** | **Enrollments** |
| Current Year\* |   |   |   |   |
| One Year Ago |   |   |   |   |
| Two Years Ago |   |   |   |   |
| Three Years Ago |   |   |   |   |
| \* Supply data from the most recently completed admission cycle. |  |

# Exhibit L

# Total Enrollment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Boys** | **Girls** | **Total** | **Boarding** | **Day** |
| Current Year |   |   | 0 |   |   |
| One Year Ago |   |   | 0 |   |   |
| Two Years Ago |   |   | 0 |   |   |
| Three Years Ago |   |   | 0 |   |   |

# Exhibit M

# Attrition

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Opening Day Enrollment\*** | **Less Graduates** | **Withdrew Voluntarily (including mid-year)** | **Required to Withdraw (including mid-year)** | **Plus New Students (including mid-year additions)** | **Enrollment at Start of Next School Year\*** |
| One Year Ago |   |   |   |   |   | 0 |
| Two Years Ago |   |   |   |   |   | 0 |
| Three Years Ago |   |   |   |   |   | 0 |
| \*Opening Day Enrolment should equal Enrollment at Start of Next School Year on the following line. |  |

# Exhibit N

Financial Assistance

|  |  |
| --- | --- |
| **Financial Assistance\*** | **Tuition Remission\*\*** |
| **Year** | **# of Students** | **$ Amount** | **Average Grant** | **# of Students** | **$ Amount** | **Average****Grant** |
| Preschool and Kindergarten |  |  |  |  |  |  |
| Grades 1 - 5 |  |  |  |  |  |  |
| Grades 6 - 8 |  |  |  |  |  |  |
| Grades 9 - 12 |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

**\*Financial Assistance:** Any financial assistance other than tuition remission

**\*\*Tuition Remission:** Reduction in tuition provided as a matter of policy to children of school employees

**Exhibit O**

**Faculty Salary Distribution**

**Range** of Full-Time Faculty Annual Salaries by Total Years of Teaching Experience

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0-5** | **6-10** | **11-15** | **16-20** | **21+** |
|  | Low | High | Low | High | Low | High | Low | High | Low | High |
| BA/BS |  |  |  |  |  |  |  |  |  |  |
| MA/MS |  |  |  |  |  |  |  |  |  |  |
| Ph.D. |  |  |  |  |  |  |  |  |  |  |

**Median** Full-Time Faculty Annual Salaries by Total Years of Teaching Experience

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0-5** | **6-10** | **11-15** | **16-20** | **21+** |
| BA/BS |  |  |  |  |  |
| MA/MS |  |  |  |  |  |
| Ph.D. |  |  |  |  |  |

**Exhibit P**

**Health and Safety Checklist**

Provide evidence that the school complies with applicable state, county, and municipal health, safety, fire, and sanitation codes. **Since state and local codes vary, the Head of School is required to sign below indicating that the school is in compliance with all applicable codes.**

|  |  |
| --- | --- |
| Fire inspection certificate |  |
| Fire and disaster alarm inspection |  |
| New construction occupancy certificate |  |
| Food service or kitchen sanitation inspection certificate |  |
| Immunization and health compliance documentation***Do not submit individual immunization records.*** |  |
| Boiler safety inspection documentation |  |
| Gas, water, electrical inspection documentation |  |
| Other - please list: |
|  |
|  |
|  |
|  |

|  |  |
| --- | --- |
| Name of School |  |
| Signature of the Head of School |  |
| Date |  |

**Exhibit Q**

**Criteria for Review of Financial and Facilities Management**

Full assessment of compliance with Association standards is conducted during the Accreditation Visit through review of the Self Study and financial and facilities documentation and through interviews with business office and facilities staff. The following criteria provide a framework for the interviews.

**A. Procedures**

* 1. Discuss the process for creating and approving the school’s annual budgets. Is the process used consistently and does it provide accurate and deliberate financial planning?
	2. Discuss the formats used for interim financial statements. Who reviews and approves them? Do they serve the school well? How do the formats differ from the school’s audited financial statements? Do Finance Committee and Board of Trustees members understand the difference in the way internal reports and audit reports are to be used?
	3. Discuss any issues noted in the auditors’ management letters.
	4. Discuss the role of the Audit Committee in the conduct of the audit.
	5. Do the minutes of the Board of Trustees reflect that the Board accepted the annual financial audit and any related management letters?
	6. Discuss the process for developing the school’s multi-year financial plan. What are the major points of the plan? Does the school use the plan?
	7. Discuss the school’s committees that impact financial, business management, and facilities issues. Do they meet often enough? Do they function well?
	8. Do the minutes of the Board of Trustees and Board committees reflect that the Board provides consistent and informed oversight of the school’s finances and investments? Supply for review minutes of meetings for the past year of the Board of Trustees, Finance Committee, Building and Grounds Committee, Investment Committee, Risk Management Committee, and any other committee staffed by the school’s Business Officer.
	9. Discuss the school’s debt, including when and why it was incurred and the funding sources for debt service. Is the school in compliance with all debt covenants? Does the school have sufficient resources to service the debt without compromising the school’s financial stability? Is there a manageable and consistent plan in place to retire the debt?
	10. Discuss the overall financial health of the school. If there have been deficits in any of the preceding five years, discuss why they occurred and how the school addressed them.
	11. If the school uses a line of credit, is it for the purpose of smoothing cash flow or to cover deficit spending? If the line is used for deficit spending, is there a plan in place to eliminate future dependence on the line?
	12. Discuss any issues related to the Form 990 and 990T, if applicable.
	13. Discuss the school’s enrollment contract. What is the school’s practice for obtaining a legal review of the contract? Which staff or committee members review the contract? What processes are in place for enforcing the contract when parents do not honor the terms? Is there a clear and consistent refund policy in place along with tuition insurance?
	14. Discuss the terms of the school’s financial assistance and tuition remission policies and explain how they are administered.
	15. Discuss any issues related to the Form 5500, if applicable.
	16. Is the business office staffed sufficiently? Do staff members have the training and expertise to serve the needs of the school?
	17. Discuss the level of reserves at the school. Are reserves sufficient to ensure the long-term stability of the school? What plans does the school have to build or draw on current reserves?
	18. Are the Financial Policies and Procedures maintained in a way that they are accessible to those who need them? Are they updated on a timely basis? Are applicable accounting pronouncements understood and implemented as they change from time to time?
	19. Discuss procedures related to the control of expenses. Are there policies related to purchasing authority and procedures in place for approving expenditures? Is departmental financial information available to those with budget management responsibilities? Are basic cash management procedures in place? Considerations are:
		+ Payment of bills on time
		+ Monthly reconciliation of accounts payable
		+ Maintenance of copies of checks, purchase requests, purchase orders, and invoices together
		+ Requirement of dual signatures on checks over an established amount
		+ Monthly reconciliation of all bank accounts
		+ Monthly reconciliation of Petty Cash
		+ Receipt back-up for all Petty Cash expenditures
		+ Accounting for all school credit cards with credit card statements signed and expenses authorized by the holder
		+ Sending and collection of tuition and fee billings in a timely manner
		+ Clearly communicated and enforced procedures and policies for the collection of late tuition and fees
		+ A policy for investing surplus cash to receive an appropriate rate of return
		+ Monthly reconciliation of accounts receivable
		+ Monthly reconciliation of all gifts to the school
		+ Adherence to all restrictions on gifts and endowments
		+ Timely filing and payment of all payroll taxes
	20. Discuss internal controls at the school. Considerations are:
		+ Lines of authority and segregation of duties
		+ Monitoring of compliance with all policies, procedures, and budgets
		+ Submission of accurate, consistent, and well-timed reports to the head of school, treasurer, Finance Committee, and Board of Trustees
			- Clear and transparent analysis
			- Highlighting of significant trends
	21. Is the school in compliance with state and federal rules? Considerations are:
		+ Sales tax rules
		+ Red flag rules
		+ Truth in lending
		+ Raffles, auctions, and bingo
		+ Others as appropriate

**B. Control of Funds**

* 1. Discuss the policies and procedures related to endowment and other investments.
		+ Clear and comprehensive investment and spending policies are in place and monitored on a periodic basis.
		+ The investment manager is selected by a defined process and reports regularly to the investment committee or other party responsible to the Board of Trustees.
		+ The role of the Investment/Endowment committee is clearly stated.
		+ Are Investment and Endowment policies followed? What type of oversight is in place to ensure that they are followed? Are deviations from those polices reported to the Board of Trustees?
		+ Discuss the procedures in place to maintain records on donors, restricted fund balances, earnings allocations, fund distributions, etc.
	2. Discuss the school’s gift acceptance policy and how it is administered. What procedures are in place to ensure that restrictions are identified, properly documented, and accounted for correctly? What procedures are in place to ensure that restrictions are met? What procedures are in place to ensure that gifts are handled in accordance with IRS regulations? Are gifts of real estate permitted in the gift acceptance policy? If so, are the conditions for accepting the gift clearly stated?
	3. Discuss how the school makes available to donors and other constituents an annual report of the school’s finances. What procedures are in place to ensure that the reported financial information is accurately presented?
	4. Are all accounts containing funds raised in the name of the school (including Parent Association accounts, Booster Club accounts, etc.) under the direct control of the school? State how the school’s policy on auxiliary accounts is managed and communicated to auxiliary groups.

**C. Personnel Policies**

1. The school has policies for employees and trustees including:
	* + Conflict of interest
		+ Faculty employment outside of school
		+ Use of school property
		+ Harassment, grievances, and managing allegations of sexual misconduct, suspected boundary crossing including reporting to relevant authorities and consultation with experts as needed
		+ FMLA
		+ FLSA (including overtime rules)
2. Compensation
	* + The school has clearly communicated methods and rationale for annual determination of faculty salaries.
		+ The salary of the head of school is reviewed by the Board of Trustees, and its minutes reflect compliance with IRS Intermediate Sanction testing.
		+ Benefits are fairly and equitably provided to all employees.
		+ The school’s 401(k) or 403(b) plan is maintained pursuant to a written plan document and satisfies applicable requirements of government regulations.
3. The school has a legally reviewed employee handbook approved by the Board of Trustees containing all employment policies and procedures.

**D. Physical Plant, Facilities, and Safety**

1. Facilities Planning
	* + There is a coherent plan and process for determining long-range expansion and need for new facilities.
		+ There is a comprehensive plan for repair, replacement, and maintenance with a minimum time horizon of five years.
		+ The school has a disciplined practice for funding physical plant replacement, renewal, and special maintenance (PPRRSM) that flows from rational planning.
2. Plant operations
* Staffing is adequate for effective maintenance of the facilities.
	+ - * Job descriptions accurately represent assignments and responsibilities.
			* Clear work schedules and work order procedures are in place.
* The current condition of the facilities effectively promotes and supports school programs. The Business Officer on the Visiting Committee will be given a tour of the school’s facilities.
1. Safety
* The school is in compliance with state and local safety and health regulations. All required safety inspections, certificates, and permits are current and on file. (**Exhibit P**)
* Preventative maintenance procedures for vehicles and mechanical systems are scheduled.
* All drivers of school vehicles are properly licensed for school transportation. DOT regulations related to physicals and drug and alcohol testing are followed. Driving records of drivers assigned to school vehicles or to the transportation of students are checked.
* The school is in compliance with federal, state, and local regulations governing vehicles, including the restrictions on the use of 15-passenger vans.
* Appropriate safety precautions, storage, and procedures are demonstrated for:
* Chemicals and cleaning agents
* Science, kitchen, and shop equipment and ventilation
* Fire doors, exits, and extinguishers
* Walkways and grounds
* Roadways and pick-up and drop-off points for students (carpool observation)
* An emergency response or crisis action plan is in place and reviewed annually for:
* Injury
* Inclement weather
* Fire
* Threats and lockdowns
* Evacuation
* Fire evacuation plans are posted in every classroom.
* Elements of the plan are reviewed annually with faculty at in-service.
* Emergency drill procedures are reviewed with students at the beginning of the school year.
* An adequate campus security plan is in place.
1. Risk Management
* The school has a designated authority for risk management.
* Procedures are in place for assessing and minimizing the risk of:
* School trips
* Sports programs
* Hazardous activities
* Summer programs and camps
* Transportation
* Outside contractors
* Construction
* Use of school facilities by external groups
* The school is a named insured on the policies of all external groups, contractors, sub-contractors, etc. and has on file copies of their insurance, including liability insurance, workers’ compensation insurance, etc.
* Discuss how the school ensures that risk management procedures and policies apply to summer programs as well as school-year programs.
1. School Records
* There is a written policy on management, retention, and destruction of all school documents.
* School records are in compliance with state, local, and federal requirements, including HIPAA requirements.
* Permanent records are maintained in safe storage with backup.
* There is a provision for retention of records in the event of permanent closing of the school.

**Exhibit R**

**Criteria for Review of Summer Programs**

1. **Program**
2. Describe the summer program schedule including dates and daily hours of operation.
3. Submit a summary of summer program offerings.
4. Submit the registration form and related parent authorization/waiver.
5. State how the school’s policy on Acceptable Use of Technology is applied to technology use in the summer program.
6. **Personnel**
7. Describe training for summer school personnel in the program’s policies and procedures.
8. Describe the school’s oversight of summer school personnel.
9. Submit the school’s contract for summer employees.
10. How does the school conduct background checks on summer program personnel?
11. How does the school ensure compliance with the Fair Labor Standards Act when classifying employees as exempt or non-exempt?
12. Submit policies for summer school personnel regarding sexual harassment, substance abuse, attendance, and discipline of students.
13. If employees drive participants, describe the processes for monitoring currency of operator licenses, car insurance, and safety of vehicles. Are the drivers covered under the school’s automobile policy?
14. **Volunteers**
15. If the school utilizes volunteers for summer programs, describe training for summer school volunteers in the program’s policies and procedures.
16. How does the school conduct background checks on summer program volunteers?
17. Are volunteers covered under the school’s liability insurance?
18. If volunteers drive participants, describe the processes for monitoring currency of operator licenses, car insurance, and safety of vehicles. Are the drivers covered under the school’s automobile policy?
19. **Students**
20. Submit policies regarding behavior of students enrolled in summer programs.
21. Describe policies in place to protect children enrolled in summer programs. How are policies of professional behavior, including harassment and proscription of one-on-one situations, communicated and monitored?
22. Can staff locate a student at any time if a parent calls? How?
23. Describe the logistics for drop off and pick up of students. How are provisions made to allow only authorized persons to collect children?
24. Provide the school’s summer field trip policies and procedures.
25. **Finances and Insurance**
26. Provide a profit and loss statement for the summer program of the previous year. Submit the budget for the upcoming summer program.
27. Describe the financial and operational controls over various financial activities such as student registration and payment, issuing refunds, supply purchases for camps and classes, cash advances for field trips, and requests for reimbursement.
28. How does the school’s insurance cover the summer program? Are all relevant activities and personnel reviewed annually with the school’s insurance carrier?
29. Does the school’s insurance cover summer program off-campus activities?
30. **Emergency Preparedness**
31. Describe the procedures for dealing with a medical emergency. Is a health care professional on duty during summer program operation?
32. Does the school offer or make mandatory for summer program personnel CPR and first aid training?
33. Detail collection of and access to staff and student medical records.
34. Submit the school’s emergency management plan for the summer program.
35. Submit the guidelines for lightning and excessive heat.
36. How are adults involved with the program identifiable? How are guests required to register and obtain visitor identification?
37. **Facilities**
38. Describe the facilities maintained or available for use to support the summer program and to provide a safe environment for students and employees.
39. Are campus safety and security systems fully functioning during the summer program and all staff educated in safety and security policies?
40. Where applicable, provide safety policies and procedures regarding use of the pool in the summer program.