



Evaluative Standards For Accreditation

2009 Pilot Edition

**“You can’t just sprinkle 21st century skills on the 20th century doughnut.
It requires a fundamental re-conception of what we’re doing.”
Christopher Dede, Professor, Harvard Graduate School of Education**

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INTRODUCTION

History of PAIS Accreditation

Pennsylvania Association of Independent Schools (PAIS) Board of Directors oversees the **PAIS Commission for Accreditation**. This Commission was formerly known as the Pennsylvania Association of Private Academic Schools, Inc. (PAPAS), founded as a non-profit association chartered by the Commonwealth of Pennsylvania in 1947, officially recognized by the Pennsylvania State Board of Education in 1948, and authorized to accredit schools by the Private Academic Schools Act 1988-11.

As a result of the merger of PAIS and PAPAS in 2006, PAIS is empowered by the Pennsylvania Department of Education to accredit private independent schools in the Commonwealth of Pennsylvania. Schools accredited by PAIS are accredited in lieu of licensure by the Pennsylvania Department of Education.

Purpose of PAIS Accreditation

The function of the **Commission for Accreditation** is the periodic evaluation and accreditation of independent, not-for-profit schools in Pennsylvania. The purpose of the periodic evaluation is to involve the entire school in a process of self-examination as the school seeks to provide excellence in education. By identifying standards of excellence, PAIS endeavors to preserve the freedom of each individual school to develop and practice its own philosophy of education. Although PAIS member schools vary significantly in their purpose, program, and style, each school is subject to certain means of accountability including the following:

- It must satisfy its constituencies concerning the quality of its educational program and services.
- It must meet the published PAIS standards concerning institutional organization and administration, educational program, personnel, health and safety, and physical facilities.
- It must demonstrate its commitment to quality through participation in the ten-year cycle of the evaluation process as established by the PAIS Board of Directors and executed by its Commission for Accreditation.

PAIS accreditation is also predicated on each member school's representation to PAIS that:

- The school adheres to the **National Association of Independent School's *Principles of Good Practice***. (See Appendix for documents.)
- The school is in compliance with federal, state, and local laws governing discrimination in hiring and employment practices.
- The school's physical facilities and health and safety regulations meet applicable federal, state, and local laws and codes.
- The faculty, staff, and service personnel meet federal, state, and local employment and health requirements.

The Accreditation Process

A school is evaluated by the Association's standards in light of the school's own philosophy. PAIS requires each member school to conduct an extensive self-evaluation. The standards applied and the procedures to be followed are determined and published by the PAIS Board of Directors, and are executed by its Commission for Accreditation. A committee of professionals from peer member schools and other experienced educators is appointed to visit each school on its appointed cycle for three and one-half days to review the school's self-study and to conduct the evaluation. The visiting evaluation committee writes a comprehensive report of its observations that the **PAIS Commission for Accreditation** considers before recommending accreditation for ratification by the PAIS Board. The PAIS Board of Directors may ratify the Commission's recommendation or may return the recommendation to the Commission for further deliberation. If the evaluation visit is conducted for the purpose of joint PAIS-MSACS (Middle States Association of Colleges and Schools) accreditation, the report is considered independently by the PAIS Commission and MSACS for review and accreditation determination.

The Association is dedicated to educational excellence and a safe environment for students. The PAIS evaluation program strives to assist a school in school improvement; identifying areas needing improvement or areas that do not meet standards and codes. However, the PAIS staff and volunteers, including the PAIS Board of Directors, the PAIS Commission for Accreditation and its members, the chair and members of the visiting evaluation committee, and any

other PAIS representative shall not be liable or responsible for negligence, omissions, or errors of the schools which it evaluates or accredits. Likewise, neither the completion of a self-study using the **PAIS Evaluative Standards For Accreditation** nor an on-site visit by a visiting evaluation committee guarantees or insures new or continued PAIS accreditation. The cost of all evaluations, inspections, and visitations shall be borne by the school. All PAIS membership fees must be current.

Accreditation Determination and the Appeals Policy

Accredited member schools or schools seeking new accreditation and membership in the Association that do not meet the PAIS standards may, by action of the PAIS Board of Directors, be subject to one of the following actions:

- The school may be given conditional accreditation, with full accreditation and certificate upon receipt of documents (such as CO or audit) as identified by the Commission for Accreditation.
- The school may be given provisional accreditation for a specified amount of time within the ten-year cycle, with ongoing compliance as a condition.
- The decision to accredit a school may be deferred by the PAIS Board of Directors until action is completed or documents constructed.
- PAIS accreditation may be withheld or rescinded if requirements as identified are not met. The State Department of Education will be notified of the action.

Within four weeks of notification of the accreditation decision, the affected school may submit an appeal to the PAIS Board of Directors requesting that the Board review its determination. Any such appeal must set forth in writing all of the grounds upon which the school bases its request for such a review. The PAIS Board shall determine in its sole discretion whether to consider any such appeal and, if so, the process or procedure for doing so. The appeal may be referred to the Commission for Accreditation for further consideration. After any such appeal, the decision of the PAIS Board of Directors will be final. At least twelve months must elapse before a school denied accreditation may reapply. Any such reapplication shall be evaluated in accordance with PAIS procedures then in effect. The Pennsylvania State Department of Education will be notified of the PAIS Board action for schools that previously held accreditation and who, by action of the PAIS Board of Directors, are denied accreditation.

Failure to timely or satisfactorily address any stated PAIS question or concern regarding a PAIS requirement may result in a formal hearing, re-evaluation and/or termination of accreditation.

Publicity Policy

Pennsylvania Association of Independent Schools requires that no member school or school seeking PAIS membership quote directly or indirectly, excerpt, or paraphrase for any marketing publication any evaluation report or covering letter received from the visiting evaluation committee or the PAIS Board of Directors. For publicity purposes, mention of **PAIS** should be limited to the statement: "[Name of School] is accredited by the Pennsylvania Association of Independent Schools, whose accrediting standards and procedures are approved by the Pennsylvania State Board of Education and Pennsylvania Department of Education, and is accredited in lieu of licensure." Schools that are members of NAIS may state: "Pennsylvania Association of Independent Schools is a member in good standing of the National Association of Independent Schools Commission on Accreditation and has voluntarily agreed to abide by the *Criteria for Effective Independent School Accreditation Practices* and to submit to a thorough evaluation of its accreditation procedures by the NAIS Commission."

Contact Information

For additional accreditation information, contact the PAIS Executive Director or Director of Accreditation Services at:

Pennsylvania Association of Independent Schools

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Plymouth Meeting, Pennsylvania 19462

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SECTION 1 PHILOSOPHY AND MISSION

Standard 1

The school has a clearly delineated mission/philosophy that defines its purposes and guides the community in articulating its goals, academic program, daily operations, and strategic planning.

Indicators and descriptions of good practice for Standard 1

- 1.01 Statements of philosophy and mission are clear, thoroughly understood and accepted by the school community: governing body, professional staff, students, and parents.
a. *Attach Philosophy, Mission and/or Vision statement(s).*
- 1.02 The philosophy and mission of the school promote, encourage and support open and free inquiry and discourse.
a. *Explain any exceptions.*
- 1.03 Statements of philosophy and mission are periodically reviewed for the purpose of confirming their respective accuracy in reflecting the school's mission.
a. *Cite date of most recent philosophy/mission/vision review.*
b. *List titles of stakeholders involved in the review.*
- 1.04 The philosophy and mission of the school are disseminated through its brochures, promotional materials, internal publications, website and other similar means.
a. *Attach a sample of each of the places/materials where philosophy and mission statements appear.*
- 1.05 If religiously affiliated, the school's mission statement, organizational by-laws, publications, and/or program descriptions clearly describe the school's affiliation.
a. *Describe the school's religious affiliation and/or relationship to a bona fide recognized religious institution.*
b. *Attach evidence of religious affiliation.*

Supporting documents required for this section

- Philosophy, Mission and/or Vision Statement(s)
- Samples of materials containing philosophy and mission statements
- Evidence religious affiliation

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

SECTION 2 Governance

Standard 2

The governing body of the school understands and adheres to the NAIS Principles of Good Practice for Governance and works in partnership with the head of school to fulfill these principles.

(See appendix for NAIS Principles of Good Practice)

Indicators and descriptions of good practice for Standard 2

- 2.01 The governing body supports the school's mission, vision, and strategic goals and establishes policies and plans consistent with this statement.
- Give an example of both a recent governing body established policy and an implementation plan that are consistent with the school's vision, mission and/or philosophy.*
- 2.02 The governing body reviews and maintains appropriate by-laws that conform to legal requirements, including duties of loyalty, obedience, and care.
- Attach copy of by-laws and indicate date of adoption and last review.*
- 2.03 The governing body assures that the school and the governing body operate in compliance with applicable laws and regulations, minimizing exposure to legal action. The governing body creates a conflict of interest policy that is reviewed with, and signed by, individual trustees annually.
- Give two examples of how the governing body remains current and in compliance with applicable laws and regulations.*
 - Attach Conflict of Interest Policy and indicate date of adoption and last review.*
 - Provide evidence to the Visiting Committee of annual signing of Conflict of Interest Statement.*
- 2.04 The governing body accepts accountability for both the financial stability and the financial future of the institution, engaging in strategic financial planning, assuming primary responsibility for the preservation of capital assets and endowments, overseeing operating budgets, and participating actively in fund raising.
- Attach Financial Plan and indicate date of adoption and last review.*
 - Attach Investment Policy and indicate date of adoption and last review.*
 - Indicate the percentage of trustee participation in fund raising over the last three years.*
- 2.05 The governing body selects, supports, nurtures, evaluates, and sets appropriate compensation for the head of school.
- Attach instrument used for evaluation of the head of school.*
 - Describe process by which the governing body enters into a contractual agreement with the head of school.*
- 2.06 The governing body delegates the operational and educational functions of the school to the head of school.
- Describe how governing body and head of school responsibilities are delineated.*
- 2.07 The governing body recognizes that its primary work and focus are long-range and strategic.
- Describe a major long-range or strategic issue that was addressed and decided by the governing body.*
 - Describe a major strategic operational issue that was addressed by the school administration and endorsed by the governing body.*
- 2.08 The governing body undertakes formal strategic planning on a periodic basis, sets annual goals related to the plan, and conducts annual written evaluations for the school, and the governing body itself.
- Attach strategic plan and indicate date of adoption and last review.*
 - Describe how the governing body sets its annual goals and assesses progress toward those goals.*
 - Attach instrument used for governing body self-evaluation and indicate the date of last governing body evaluation.*
- 2.09 The governing body keeps full and accurate records of its meetings, committees, and policies and communicates its decisions widely, while keeping its deliberations confidential.

- a. *Provide minutes for the last three governing body meetings to the visiting chair or chair's designee.*
 - b. *Describe the methods of governing body communication to stakeholders.*
 - c. *Attach governing body Confidentiality Policy.*
- 2.10 The governing body composition reflects the strategic expertise, resources, and perspectives (past, present, future) needed to achieve the mission and strategic objectives of the school.
- a. *Complete the Trustee Profile Chart. (See Appendix)*
- 2.11 The governing body works to ensure all its members are actively involved in the work of the governing body and its committees.
- a. *List and describe governing body committees and their membership.*
- 2.12 As leader of the school community, the governing body engages proactively with the head of school in cultivating and maintaining good relations with school constituents as well as the broader community and exhibits best practices relevant to equity and justice.
- a. *Give an example of how elements of this indicator are met.*
- 2.13 The governing body is committed to a program of professional development that includes annual new trustee orientation, ongoing trustee education and evaluation, and governing body leadership succession planning.
- a. *Describe the process by which new trustees are identified and appointed.*
 - b. *Describe how trustees are evaluated.*
 - c. *Describe programs for new trustee orientation and trustee professional development.*
 - d. *Describe the process in place for governing body leadership succession.*

Standard 3

The governing body clearly articulates a definition of diversity consistent with the school's mission and philosophy and, further, takes diversity into consideration in planning and decision-making.

Indicators and descriptions of good practice for Standard 3

- 3.01 The governing body adopts and conveys a statement of diversity that is understood, shared and practiced by the entire school community.
- a. *Attach school's Statement of Diversity.*
 - b. *Give an example of how the governing body considered diversity in a recent decision.*

Standard 4

The governing body establishes policies that promote, ensure and support a culture of sustainability for the school.

Indicators and descriptions of good practice for Standard 4

- 4.01 The governing body collects, analyzes and uses data to promote, ensure and support sustainability in these areas: Financial, Environmental, Programmatic, Global, and Demographic. (See Appendix)
- a. *Give an example how the governing body has considered data for each of the five areas of sustainability.*

Supporting documents required for this section

- By-laws
- Financial Plan
- Investment Plan
- Conflict of Interest Policy

- Head Evaluation Instrument
- Strategic Plan
- Governing body Self-Evaluation Instrument
- Governing body Confidentiality Policy
- Trustee Profile Chart
- List and description of governing body Committees and their membership
- Statement of Diversity

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

SECTION 3 ADMINISTRATION

Standard 5

The school has a clearly defined and sustainable leadership structure, which oversees mission appropriate implementation of governing body policies, school operations, academic and non-academic programs, and personnel.

Indicators and descriptions of good practice of Standard 5

- 5.01 An organizational chart illustrates leadership structure and responsibilities.
- Attach organizational chart.*
 - Provide the visiting committee with position descriptions, including date of last update.*
 - Describe opportunities and challenges of the existing structure.*
- 5.02 There is a clear structure and processes for decision-making.
- Give a recent example of how both a major operational and a major academic program decision progressed through the organizational structure.*
- 5.03 Leadership personnel establish a positive culture and climate for teaching and learning.
- 5.04 There is wide recognition that the sustainability of the school relies on a culture of professional growth to develop current and future leaders.
- Articulate how the school mentors and supports new hires and future leaders.*
 - Give three specific, recent examples.*

Supporting documents required for this section

- Organizational Chart

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

SECTION 4 FINANCIAL MANAGEMENT

Standard 6

The school's financial practices, resources, and financial planning are adequate to support its mission and long-term financial sustainability as a not-for-profit institution.

Indicators and descriptions of good practice of Standard 6

- 6.01 There are adequate financial resources and funding to support the school's mission.
 - a. *Describe the sources for funding and financial resources in place.*
 - b. *Explain any operating deficit for the previous two years.*
 - c. *Attach the current operating budget and the three previous years budgets.*

- 6.02 The finance officer communicates effectively with the head of school and appropriate trustees and manages the school's resources in a prudent manner, consistent with the school's mission.
 - a. *Describe how financial issues are communicated to the head of school and appropriate trustees.*
 - b. *Give a recent example that illustrates effective communication.*

- 6.03 A process for long-range financial planning is in place.
 - a. *Attach multi-year financial planning.*

- 6.04 Long-range financial planning provides for fair and appropriate compensation for all employees.
 - a. *Describe how annual compensation is determined for all employees.*
 - b. *Provide evidence of multi-year compensation planning.*

- 6.05 Policies for investment of endowment and surplus cash are implemented and monitored.
 - a. *Attach investment and surplus cash policies.*
 - b. *Describe management responsibilities for investments.*

- 6.06 The budget-making process is inclusive and is understood by the school community.
 - a. *Describe how the budget is developed and who is involved.*
 - b. *Describe how the budget is communicated to users and stakeholders.*

- 6.07 Liability, professional, and casualty insurance policies are current and adequate.
 - a. *Provide evidence.*
 - b. *Describe the process ensuring regular review.*

- 6.08 Pension, Workmen's Compensation and health insurance plans are current and adequate.
 - a. *Attach plan summaries.*

Standard 7

The school's financial management procedures, including a formal budget-making process and accounting methods are in compliance with generally accepted accounting principles.

Indicators and descriptions of good practice of Standard 7

- 7.01 Donations, pledges, receivables, and planned gifts are appropriately recorded and used in accordance with the donor's wishes.
 - a. *Describe the procedures for recording donations, pledges and gifts.*

- 7.02 Financial databases are physically and technologically secure.

- a. *Describe how the school maintains the security of its financial data.*
- 7.03 Required tax, payroll, and benefit forms are filed in a timely manner.
 - a. *Explain any exceptions.*
- 7.04 Adequate operating reserves are maintained by the school.
 - a. *Explain the school's operating reserve policy.*
- 7.05 All school-related organizations hold their monies in accounts under the control of the school.
 - a. *Explain any exceptions.*

Standard 8

The school conducts a professional full-opinion audit annually.

Indicators and descriptions of good practice of Standard 8

- 8.01 There is no conflict of interest, perceived or actual, with the firm conducting the audit.
 - a. *Explain any exceptions.*
- 8.02 The governing body establishes audit policies and accepts the audited financial statements and management letter from the accounting firm.
 - a. *Explain any exceptions.*

Supporting documents required for this section

- Evidence of not-for-profit status
- An operating budget for the current year and the three previous years detailing:
 - Total Income
 - Tuition Income
 - Annual Giving/Fund Raising
 - Endowment Income
 - Auxiliary Income
 - Other major sources
 - Total Expenses
 - Salaries and benefits
 - General Operations and Management
 - Instructional Expenses
 - Financial Aid
 - Debt Service
 - Other major expenses
 - Value of Endowment
- Investment and surplus cash policies
- Multi-year Financial Plan
- Plan Summaries for:
 - Pension
 - Workman's Compensation
 - Health Insurance
- Enrollment Contract and other pertinent financial information communicated to families
- An opinion audit for the prior year including management letter and footnotes

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

SECTION 5 INSTITUTIONAL ADVANCEMENT

Standard 9

The school's advancement program exemplifies the best qualities of the institution and reflects the highest standards of personal and professional conduct.

Indicators and descriptions of good practice for Standard 9

- 9.01 Policies and practices of institutional advancement support the mission of the school.
 - a. *Attach an institutional advancement organizational chart.*
- 9.02 Professional development opportunities are available for institutional advancement personnel.
 - a. *Give an example.*

Standard 10

The school has a well-defined and published admission process.

Indicators and descriptions of good practice for Standard 10

- 10.01 The admission professionals and others involved in the admission process of the school understand and adhere to the NAIS Principles of Good Practice for Admission.
 - a. *See Appendix for NAIS Principles of Good Practice.*
- 10.02 The admission professionals of the school seek to ensure an appropriate match between a prospective student and family and the mission and philosophy of the school.
 - a. *Attach a complete packet of the school's admission material.*
 - b. *Describe how the admission process is used to evaluate how a student's learning needs and styles are a pedagogical match to the school's mission and philosophy.*
- 10.03 Guidelines for admission practices for gathering, disseminating, and maintaining prospective student information are clear, and respect the confidentiality of students, families, and documents in the process.
 - a. *Attach a copy of the school's admission protocols for gathering, disseminating and maintaining prospective student information.*
- 10.04 In establishing policies and procedures for student recruitment and enrollment, particularly in the area of nondiscrimination, the school adheres to local, state, and federal laws and regulations.
 - a. *Attach a copy of the school's non-discrimination policies and procedures.*
- 10.05 The admission process respects the needs of students and families to learn about school programs and activities, communicates in user-friendly formats, and provides clear information, dates, and timeframes for all aspects of the process, including expectations around financial aid applications and acceptance of an enrollment offer.
 - a. *Attach a copy of the admission and financial aid process timetables.*
- 10.06 Complete information about the total costs of attending the school and other financial expectations is shared with families before an enrollment commitment is required.
 - a. *If not included in admission packet, attach copies of admission materials that outline all school fees:*
 - 1. tuition
 - 2. athletics
 - 3. lunch program
 - 4. extended day
 - 5. auxiliary programs

- 6. any miscellaneous expenses - field trips, uniforms, transportation, labs, technology, etc.
 - b. *List all-inclusive total for school tuition and fees.*
- 10.07 School representatives apply the same high standards of integrity whether talking about their own school or other schools.
- a. *Describe the practices/protocols for staff training/professional development around admission and marketing efforts on behalf of the school.*
- 10.08 Recruitment arrangements support the best interests of the student and do not result in a conflict of interest on the part of the school, individual, or firms representing the school.
- a. *If applicable, explain admission policies regarding siblings and legacies.*
- 10.09 Achieving a more inclusive and diverse student body, staff, and faculty supports the school's demographic sustainability.
- a. *Give an example of how the school is providing greater accessibility financially and socially.*
 - b. *Cite two diversity initiatives that show how the school is developing a school climate in and out of the classroom that is supportive of a diverse student and faculty body.*
 - c. *Give an example of how the school is implementing a coordinated admission marketing strategy to attract a more diverse student population.*
 - d. *Describe the five to ten-year enrollment diversity goals for the school.*
 - e. *Give an example of how the school is attempting to recruit a more diverse faculty/staff.*
- 10.10 Retention goals are understood and are proactively addressed by the entire school community.
- a. *Give an example of a retention goal and its implementation.*
- 10.11 An enrollment management plan has been developed as part of the school's long-range plan.
- a. *Attach enrollment management plan based on optimal school size, demographics, physical plant, attrition rate, etc.*

Standard 11

The school's institutional development/fund raising program supports the school's mission and vision.

Indicators and descriptions of good practice for Standard 11

- 11.01 The school understands and adheres to the NAIS Principles of Good Practice for Fund Raising.
- a. *See Appendix for NAIS Principles of Good Practice.*
- 11.02 Fund raising complies with all provisions of the United States Tax Code that affect charitable giving.
- 11.03 A well-constructed development plan guides the school's fund raising activities.
- a. *Attach copy of development plan.*
- 11.04 Only gifts that support the school's mission, character, integrity, and independence are accepted.
- a. *Attach Gift Acceptance Policy.*
- 11.05 Gift acceptance honors the donor's intent.
- a. *Explain any exceptions.*
- 11.06 Relationships with constituents are nurtured, appreciated, and sustained through effective stewardship initiatives.
- a. *Describe the programs that are in place to communicate with alumni/ae, parents and other supporters of the school.*
 - b. *Explain the frequency of these communications and who directs the efforts.*
- 11.07 Roles and responsibilities for volunteers are clearly articulated.
- a. *Describe the training, support, role and recognition of volunteers in the school's fund raising efforts.*
- 11.08 Constituents' privacy and all confidential information are safeguarded.
- a. *Describe the school's procedures for safeguarding confidential information.*

- 11.09 Donors are encouraged to consult with their own professional tax advisors when making charitable gifts.
- 11.10 Gifts received through philanthropy are disclosed as appropriate to constituents.
 - a. *Attach copy of most recent Report of Annual Giving.*
- 11.11 Management and reporting of gift revenues and fund-raising expenditures adhere to accepted standards.
- 11.12 The development office shares data with relevant professional organizations.
 - a. *Describe how the school's advancement office interacts with professional associations – i.e. CASE, CAE, NAIS, ADVIS, PCIS, PAIS – as appropriate.*
- 11.13 A commitment is made to wise and equitable endowment spending and to maintaining the endowment real value.
 - a. *Describe the school's programs for raising money for endowment.*
 - b. *List goals for managed endowment spending.*
- 11.14 Alumni/ae are welcomed as valued members of the school community.
 - a. *Indicate how alumni/ae are actively cultivated to become involved in the life of the school.*
 - b. *List alumni/ae events and functions.*
 - c. *List communication vehicles for alumni/ae.*

Standard 12

The school's communications are clear and consistent to all constituencies and effectively support its mission and vision.

Indicators and descriptions of good practice for Standard 12

- 12.01 Communications to the internal and external communities are effective.
 - a. *Describe how the school determines "effectiveness."*
- 12.02 A communications audit/assessment has been completed and analyzed within the past three years.
 - a. *Describe how communications are audited/assessed within the school.*
 - b. *Cite the date of the last communication audit and indicate who was involved.*
 - c. *Summarize the results of the audit.*
 - d. *Explain any changes affected by the audit.*
- 12.03 A communication plan has been developed as part of the school's long-range plan.
 - a. *Attach a copy of the communication plan.*
- 12.04 Communication vehicles are in place to ensure that the school community is informed about important issues.
 - a. *List the organizations to whom information is communicated.*
 - b. *Give two recent examples of important information that has been communicated.*
 - c. *List communication vehicles currently in use that implement initiatives of the marketing plan.*
 - d. *List internal and external communication vehicles currently in use that communicate information about the program.*

Standard 13

The school's internal and external marketing initiatives support its mission and vision.

Indicators and descriptions of good practice for Standard 13

- 13.01 A marketing audit/assessment has been completed and analyzed within the past three years.
 - a. *Describe how marketing is audited/assessed within the school.*

- b. *Cite the date of the last marketing audit/assessment and indicate who was involved.*
 - c. *Summarize the results of the audit.*
 - d. *Explain any changes effected by the audit.*
- 13.02 A marketing plan has been developed as part of the school's long-range plan.
- a. *Attach a copy of the marketing plan.*
- 13.03 The school addresses both its internal and external marketing functions.
- a. *List all the ways the school markets internally and externally.*
- 13.04 Marketing goals are understood and implemented by the full school community.
- a. *Describe methods by which the school facilitates its internal marketing for current families.*
 - b. *Describe a recent example of how the whole school community was involved in implementing a specific marketing goal.*
- 13.05 Adequate funding has been allocated in support of the marketing initiatives of the school.
- a. *Attach line item budget for marketing for the duration of the marketing plan.*
- 13.06 Demographic research has been completed to determine target audiences.
- a. *Describe how research was conducted.*
 - b. *Cite date of research.*

Supporting documents required for this section

- Institutional advancement organizational chart
- Complete admission packet, including all applicable fees, including
- Enrollment Contract and other pertinent financial information communicated to families
- Admission protocols
- Non-discrimination policies and procedures
- Admission timetable
- Financial Aid procedures and timetable
- Legacy and sibling policy
- Enrollment management plan
- Development Plan
- Gift Acceptance Policy
- Report of Annual Giving
- Communication Plan
- Marketing Plan, including the budget line item for the duration of the plan

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

SECTION 6 SCHOOL AND COMMUNITY

Standard 14

The school has procedures for the effective involvement of the school community and works to maintain harmonious relationships with the local community.

Indicators and descriptions of good practice for Standard 14

- 14.01 Demographic sustainability of the surrounding community is recognized, analyzed and supported.
- a. *Describe how the school benefits from the demographic sustainability of the local community.*
 - b. *Describe the school's plan for becoming more demographically sustainable within the local community.*
- 14.02 The local community and school benefit from a reciprocal relationship.
- a. *Describe how the local community benefits by the presence of the school.*
 - b. *List community groups that either use the school's facilities or are recipients of its services.*
 - c. *Describe how the school supports the community in which it is located.*
 - d. *List community resources used by the school.*
 - e. *Give two examples of recent reciprocal interactions.*
- 14.03 Internal and external communities understand the school's definition of diversity as it relates to the school's mission and philosophy.
- a. *Describe the process and venues for communicating the schools definition of diversity.*
- 14.04 Parents and guardians of new students are welcomed as valued members of the school's community.
- a. *Describe how new students and parents are oriented to and integrated into the school community.*

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

SECTION 7 PROGRAM

The School will complete the Program Section by:

School Divisions

Academic Departments

Combination of both

Standard 15

The school's academic program is consistent with its mission and philosophy, and is based on current research regarding the learning process and pedagogy reflecting best practices of independent school education. (See Appendix for NAIS Principles of Good Practice)

Indicators and descriptions of good practice for Standard 15

- 15.01 The academic program is aligned with the mission and philosophy.
a. *Give three specific examples of such alignment.*
- 15.02 Current research influences and informs the underlying assumptions of the school's academic program and the learning process.
a. *Give three specific examples of current research used to improve the academic program and/or learning process, and for each describe the change that was implemented as a result of this process.*
- 15.03 The school engages in a process of continuous evaluation and improvement for a sustainable academic program.
a. *Describe the process by which new academic programs are considered, developed and implemented.*
b. *Give three specific examples of recently introduced or planned academic programs.*
- 15.04 Academic pedagogy reflects best practices of independent school education.
a. *Describe the school's overarching pedagogy.*
b. *Give three specific recent examples of how best practices have been incorporated into the academic program.*
- 15.05 There is a clearly defined, implemented rationale for the purpose and program of religious instruction (if applicable).
a. *Describe the school's program of religious instruction.*

Standard 16

The school articulates, publishes, implements, and regularly reviews its educational goals, objectives and outcomes reflected through its curriculum for each grade/age level and in each program area.

Indicators and descriptions of good practice for Standard 16

- 16.01 The curriculum is intentional, sequential, cohesive, and aligned with the mission of the school.
a. *Illustrate, by example, how the curriculum is:*

1. Intentional
2. Sequential
3. Cohesive
4. Mission-appropriate

- 16.02 The curriculum exists in a user-friendly printed or electronic format.
a. Provide access to the school's curriculum to the Visiting Committee.
- 16.03 Curriculum goals and objectives are accessible, visible and transparent, and are regularly communicated to all constituencies.
a. Describe the vehicles through which curricular communication takes place.
- 16.04 Classroom program, practices and instruction reflect the school's published curriculum.
a. Explain alignment/discrepancies between existing practices and the published curriculum.
- 16.05 School personnel regularly engage in review and revision of educational goals, objectives and outcomes.
a. Using a specific example, describe how revised goals, objectives and outcomes have changed the curriculum.
- 16.06 Graduation requirements reflect students' preparation for the next level of academic pursuit.
a. Attach a copy of graduation requirements (if applicable).
b. Attach a copy of the School Profile for Secondary Schools (if applicable).
c. Attach a copy of the college list (if applicable).

Standard 17

The school demonstrates that its program, practices, and institutional culture are informed by relevant research regarding how students learn and the knowledge and capacities they will need in the 21st century.

Indicators and descriptions of good practice for Standard 17

- 17.01 Instructional program delivery options are explored and implemented to expand educational options for students.
a. Describe how the school currently delivers its instructional programs.
b. Describe the process used to explore new delivery options.
c. Describe the anticipated programs that will accommodate the range of learning.
- 17.02 Students are taught and experience the necessary skills to think, communicate, and contribute globally.
a. Describe the school's process for teaching and learning for global competence.
b. Give examples of student outcomes.
c. If the school has a formal global competency program, attach a copy of the program, its requirements and the concluding evaluation process.
- 17.03 Technology is recognized as an evolving, fundamental tool for teaching and learning.
a. Describe how the school regularly evaluates use of technology to support the expectations of the 21st century learner.
b. Describe how educators research, evaluate and employ research-based best practices in utilizing technology in the classroom.
- 17.04 A strategic professional development program to develop teachers' skills and proficiencies for information literacy and technology integration is in place.
a. Give an example of said strategy.

Standard 18

The school's student support services, extracurricular programs and activities facilitate and enhance student learning and offer a broad range of educational experiences for students.

Indicators and descriptions of good practice for Standard 18

- 18.01 All services, programs, and activities meet the objectives, goals and philosophy of the school.
- Explain any exceptions.*
 - Attach a list of all supplemental programs and their brochures, guides, etc.*
- 18.02 Guidance, counseling and placement service programs, procedures and policies support the physical, emotional, cognitive, social growth of all students.
- Describe the services that are offered to students.*
 - Attach a copy of the student handbook.*
- 18.03 A broad range of activities is available for student participation and reflective of the school's diversity goals.
- Describe how several activities support the school's diversity goals.*
 - If not listed in the student handbook, list all activities available for students.*

Standard 19

The school provides evidence of procedures to evaluate, report, and track individual and collective student progress; to assess the effectiveness of student learning through the use of data; and to use assembled data to make sustainable decisions.

Indicators and descriptions of good practice for Standard 19

- 19.01 Systems to benchmark student learning reflect the mission of the school.
- List the benchmarking instruments used for student assessment.*
 - Describe the use and analysis of external norm-referenced assessments.*
 - Describe the use and analysis of internal norm-referenced assessments.*
 - Describe a recent program decision affected by the use of assessment data.*
- 19.02 The evaluation and reporting of student learning is aligned with the mission and curriculum of the school.
- Describe how assessment and reporting tools are aligned with curriculum goals.*
 - Describe the oversight and review of this process.*
- 19.03 Individual student learning is regularly evaluated
- Make available to the Visiting Committee a variety of assessment samples used by individual teachers.*
- 19.04 Individual student progress is reported and communicated to parents on a regular basis.
- Describe how student progress is reported to parents.*
 - Attach copy(ies) of reporting instrument(s).*
- 19.05 Data on individual student progress beyond the current school graduation is tracked and subsequently used to inform decisions about the school's program.
- List the types of data collected.*
 - Describe the system for collecting data.*
 - Describe how the data is used.*
 - Indicate the length of time that students are followed.*
 - Attach a copy of the graduate tracking plan.*
- 19.06 Student records are safely stored and appropriately archived.
- List the types records stored and archived.*
 - Explain the storage and archival strategy.*

Standard 20

The school's residential program provides a wholesome and nurturing environment that ensures a balance between academic and residential life.

Indicators and descriptions of good practice for Standard 20

- 20.01 The residential program complies with all standards for health, safety and security.
- 20.02 Facilities are adequate and appropriate for the residential program
- Attach a campus map noting residential buildings.
- 20.03 The residential program reflects and supports the mission of the school.
- Describe the key purposes of the residential program.
 - Explain how it reflects and supports the mission of the school.
 - Describe how the residential program is integrated into the school program.
- 20.04 Programs and resources are allocated to support the physical, emotional, cognitive and social growth of the boarding student.
- Describe how the boarding experience enriches and nurtures the student.
 - Describe the programs and resources in place to support the physical, emotional, cognitive and social growth of the boarding student.
 - Describe the daily routine of a boarding student.
 - Attach a daily and weekend schedule.
 - Describe the process for communicating with parents regarding the residential program.
 - Describe how the student's residential life is incorporated into the progress reporting process.
 - Attach samples of recently communicated information.
- 20.05 The boarding community clearly understands the rules and regulations governing the residential program.
- Attach a copy of the residential handbook or residential policies and procedures.
- 20.06 Opportunities are provided for integration of residential staff into the school community by the school.
- Describe orientation, training and professional development opportunities for residential staff.
 - Describe oversight and evaluation structure for residential staff.
 - Give examples of the reciprocal relationship between the residential staff and the larger school community.
 - List the residential staff positions with job descriptions.

Supporting documents required for this section

- Published curriculum (Electronic Format acceptable)
- Graduation requirements
- School Profile for Secondary Schools
- College List
- Global Competency program (if applicable)
- List of all supplementary programs
- Supplementary curriculum brochures, guides, etc.
- Professional Development Plan
- Student Handbook
- Samples of report cards and/or other *To Parent* reporting
- Graduate tracking Plan
- Residential Handbook and/or Residential Policies and Procedures

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

SECTION 8 PERSONNEL

Standard 21

The school employs a sufficient number of qualified administrators, faculty, and staff to carry out its academic program, to conduct school operations, and to meet the needs of the students.

Indicators and descriptions of good practice for Standard 21

- 21.01 School practices are in compliance with federal and state employment laws and regulations.
- 21.02 Hiring practices support a commitment to diversity.
- Cite evidence that the school is committed to diversity in staffing.*
 - Explain any exceptions.*
- 21.03 Procedures for recruiting, screening and interviewing prospective employees and orienting new employees are in place and followed.
- Describe the procedures.*
- 21.04 All teachers in grades preschool through twelve possess a four-year college degree and are trained or experienced in the areas to which they are assigned.
- List any exceptions.*
- 21.05 All non-teaching personnel are educated, trained or experienced in the areas to which they are assigned.
- List any exceptions.*
- 21.06 Procedures for supervision and regular evaluation of the performance of all personnel and procedures for non-renewal and termination of employment are understood by the school community and are uniformly applied.
- Attach the supervision and evaluation procedures or instruments.*
 - Provide evidence of use to the Visiting Team Chair, or his/her designate.*
- 21.07 Each employee is informed in writing about his/her compensation, benefits and terms of employment and is provided with a position description.
- Position descriptions are reviewed and updated regularly.*
 - Provide samples to the Visiting Team Chair, or his/her designate, of position descriptions and terms of employment.*
 - Provide a sample of an employment letter/agreement/contract, including the benefits package.*
- 21.08 A professional growth and development program is maintained for employees.
- Describe how the professional growth and development program is managed and funded for all categories of employees.*
- 21.09 The school's human relations and personnel policies are articulated and made available in writing to all employees.
- Attach a copy of the school's HR and personnel policies.*
 - Describe how HR and personnel policies are conveyed.*

Supporting documents required for this section

- Employee Handbook detailing personnel policies
- Human relations and personnel policies information
- Governing body/school policies, if not included in Handbook, for federally mandated programs including but not limited to:

- Family Leave Act
- OSHA
- HIPPA Privacy Act
- Supervision procedures and evaluation instrument(s)
- Samples of position descriptions
- Samples of employment letter/agreement/contract

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

SECTION 9 HEALTH AND SAFETY

Standard 22

The school demonstrates its commitment to providing a safe and healthy environment for its community.

Indicators and descriptions of good practice for Standard 22

- 22.01 Policies and procedures adhere to local, state and federal requirements.
a. Describe how local, state and federal requirements are reviewed; include date of most recent review.
- 22.02 Procedures are in place for Pennsylvania-mandated background and abuse clearances for all potential employees.
a. Describe the procedures in place for checking references and screening of all staff prior to employment.
- 22.03 Safety and health policies and procedures are regularly reviewed.
a. Describe how safety and health policies and procedures are reviewed; include date of most recent review.
- 22.04 A safety committee stays informed on current government and legal issues regarding health and safety, regularly reviews risk management policies and develops a Crisis Management Plan.
a. Attach a copy of the school's Crisis Management Plan.
- 22.05 Faculty and staff are appropriately informed, trained and practiced in safety and health procedures.
- 22.06 The safety and security of campus buildings is regularly audited and steps are taken to provide for the safety of the school community.
a. Attach a copy of the Safety Audit, if any.
- 22.07 Traffic patterns are safely and clearly organized; such policies are communicated to all constituencies.
- 22.08 The arrival and dismissal of students are closely supervised.
- 22.09 Young students are dismissed only to a responsible adult known to the staff or others authorized by the child's parents or legal guardian.
- 22.10 All vehicles owned or operated by the school to carry students/staff comply with federal and state laws regulating licensing, registration, vehicle capacity, periodic inspections, and required equipment.
- 22.11 Staff members who have a need to know are adequately informed regarding physical, medical, or emotional conditions of students and staff so that they may respond appropriately if there are difficulties.
a. Describe current health care services.
b. List, with their qualifications and responsibilities, professional health care staff currently employed by the school, contracted, or made available via state mandated services.
- 22.12 Procedures are in place for handling blood-borne pathogens.
a. Attach the Blood-borne Pathogen Plan
- 22.13 Physical examination and the approval of a physician and parents(s) are required of all students prior to their participation in athletics and school activities.
a. Attach a copy of the form used for physician approval.
- 22.14 Certified officials are required for all athletic events.
b. Explain any exceptions.
- 22.15 A policy/procedure for the dispensing of medications is in place and understood by the school community.

a. *Attach a copy of the medication dispensing policy/procedures.*

- 22.16 The school effectively documents and maintains all accident/injury, medical records, and emergency information for all students and staff.
- a. *Make actual log available to the visiting committee.*

Standard 23

The school has emergency procedures in place for evacuation or lock down of buildings, health crisis, or catastrophic event.

Indicators and descriptions of good practice for Standard 23

- 23.01 An established safety committee and/or crisis team and detailed emergency response and crisis procedures are in place and are practiced.
- a. *Attach emergency response and crisis plans.*
- b. *If the school does not have a safety committee and/or crisis team in place, describe future plans for its development. Explain how current health and safety oversight is ensured.*
- c. *List members of crisis management team and/or safety committee, with job descriptions/responsibilities.*
- 23.02 Emergency evacuation and lock down procedures are well communicated, effective, and regularly practiced by students and staff.
- a. *Explain how these procedures are communicated to faculty, staff, students, and parents.*
- b. *Describe procedures for accounting for all students, faculty, staff, and visitors in varying situations.*
- c. *Attach log of practiced emergency, including fire and lock down drills.*
- d. *Attach a copy of the Emergency Communication plan, if separate/different from Crisis Management Plan.*

Supporting documents required for this section

- Emergency Response/Crisis Management Plan
- Safety Audit (if any)
- Blood-borne Pathogen Plan
- Safety Audit (if any)
- Physician Approval Form
- Medication Dispensing Policy/Procedures
- Accident/injury, medial records, emergency information log sample
- Log of practiced drills, including fire and lock down
- Emergency Communications Plan

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

SECTION 10 PHYSICAL PLANT

Standard 24

The school's physical facilities are appropriate, adequately accommodate its program and meet the needs of its students and the school community.

Indicators and descriptions of good practice for Standard 24

- 24.01 Documentation demonstrating compliance with all applicable federal, state, and local laws, codes, regulations, and fire and related ordinances is maintained and readily accessible.
 - a. *Make appropriate documentation available to the Visiting Committee.*
 - b. *Show evidence of safe storage of such records to the Visiting Committee.*
- 24.02 Facilities are audited periodically to ascertain needed improvements and the projected lifespan of buildings, vehicles, and capital equipment.
 - a. *Cite date of most recent audit of each.*
- 24.03 A long-range plan includes physical facilities and equipment.
 - a. *Attach long-range plan for building(s) and grounds.*
 - b. *If not described in the long-range plan, briefly describe the strengths of the physical plant and areas needing improvement.*
- 24.05 A commitment to environmental sustainability, including conservation of resources, reduction of energy use and carbon emissions and fostering a community-wide response, is evident.
 - a. *Describe actions underway to become more environmentally sustainable.*
- 24.06 School plans for building renovations are checked to ensure their conformity to health and safety regulations.
- 24.07 Procedures for routine safety inspections and maintenance of facilities and equipment are in place.
- 24.08 Steps have been taken to make buildings and facilities handicapped-accessible.
 - a. *Describe any exceptions.*
- 24.09 Adequate funds are budgeted for maintaining buildings, physical facilities, capital equipment, and campus improvement.
- 24.10 School buildings and grounds provide for security and are appropriately illuminated.
- 24.11 Buildings and grounds are adequately maintained and regularly cleaned.
- 24.12 Instructional areas (including athletic areas) are suitable for the intended purpose.
- 24.13 Non-instructional areas are suitable for the intended purpose.
- 24.14 Classroom furnishings are age appropriate and suitable for intended purposes.
- 24.15 Equipment is appropriate, adequate, and properly maintained.
- 24.16 Dining room and/or cafeteria facilities, including the food preparation and serving areas, are in compliance with local health regulations.
 - a. *Cite date of most recent inspection approval.*
- 24.17 The school provides an adequate facility for health services for students and staff.

Standard 25

Certificates of Occupancy from the Department of Labor or, for schools in the cities of Erie, Philadelphia, Pittsburgh, and Scranton, the Department of Licenses and Inspection, are on file for all campus buildings.

Indicators and descriptions of good practice for Standard 25

25.01 Copies of Certificates of Occupancy, or other appropriate licenses, for all buildings are attached.

Supporting documents required for this section

- Documentation of compliance to local, state and federal public safety and health regulations, codes, etc.
- Governing body/school policies for federally mandated matters including but not limited to:
 - ADA
 - EPA requirements for asbestos, lead, radon, etc.
- Map of campus showing classroom and office locations
- Long-range plans for building(s) and grounds
- Certificate(s) of occupancy
- Proof of Insurance
- Budget for physical facilities, maintenance, capital projects

STRENGTHS:

CHALLENGES:

PRIORITIES FOR THE FUTURE:

Name/s and title of person/s responsible for completing this section:

Standards Ratings

STANDARDS RATINGS

School Rating		Standard	Committee Rating	
Yes	No		Yes	No
		1 The school has a clearly delineated mission/philosophy that defines its purposes and guides the community in articulating its goals, academic program, daily operations, and strategic planning.		
		2 The governing body of the School understands and adheres to the NAIS Principles of Good Practice for Governance and works in partnership with the head of school to fulfill these principles.		
		3 The governing body clearly articulates a definition of diversity consistent with the school's mission and philosophy and, further, takes diversity into consideration in planning and decision-making.		
		4 The governing body establishes policies that promote, ensure and support a culture of sustainability for the School.		
		5 The school has a clearly defined and sustainable leadership structure, which oversees mission-appropriate implementation of governing body policies, school operations, academic and non-academic programs, and personnel.		
		6 The school's financial practices, resources, and financial planning are adequate to support its mission and long-term financial sustainability.		
		7 The school's financial management procedures, including a formal budget-making process and accounting methods are in compliance with generally accepted accounting principles.		
		8 The school conducts a professional full-opinion audit annually.		
		9 The school's advancement program exemplifies the best qualities of the institution and reflects the highest standards of personal and professional conduct.		
		10 The school has a well-defined and published admission process.		
		11 The school's institutional development/fund raising program supports the school's mission and vision.		
		12 The school's communications are clear and consistent to all constituencies and effectively support its mission and vision.		
		13 The school's internal and external marketing initiatives support its mission and vision .		
		14 The school has procedures for the effective involvement of the school community and works to maintain harmonious relationships with the local community.		

School Rating		Standard	Committee Rating	
Yes	No		Yes	No
		15 The school's academic program is consistent with its mission and philosophy, and is based on current research regarding the learning process and pedagogy reflecting best practices of independent school education.		
		16 The school articulates, publishes, implements, and regularly reviews its educational goals, objectives and outcomes reflected through its curriculum for each grade/age level and in each program area.		
		17 The school demonstrates that its program, practices, and institutional culture are informed by relevant research regarding how students learn and the knowledge and capacities they will need in the 21 st century.		
		18 The school's student support services, extracurricular programs and activities facilitate and enhance student learning and offer a broad range of educational experiences for students.		
		19 The school provides evidence of procedures to evaluate, report, and track individual and collective student progress; to assess the effectiveness of student learning through the use of data; and to use assembled data to make sustainable decisions.		
		20 The school's residential program provides a wholesome and nurturing environment that ensures a balance between academic and residential life.		
		21 The school employs a sufficient number of qualified administrators, faculty, and staff to carry out its academic program, to conduct school operations, and to meet the needs of the students.		
		22 The school demonstrates its commitment to providing a safe and healthy environment for its community.		
		23 The school has emergency procedures in place for evacuation or lock down of buildings, health crisis, or catastrophic event.		
		24 The school's physical facilities are appropriate, adequately accommodate its program and meet the needs of its students and the school community.		
		25 Certificates of Occupancy from the Department of Labor or, for schools in the cities of Erie, Philadelphia, Pittsburgh, and Scranton, the Department of Licenses and Inspection, are on file for all campus buildings.		

Appendix

APPENDIX

NAIS PRINCIPLES OF GOOD PRACTICE

What Are the NAIS Principles of Good Practice?

The NAIS Principles of Good Practice (PGPs) for member schools define high standards and ethical behavior in key areas of independent school operations. The PGPs reflect the overall dedication to quality education that has always characterized independent schools.

This document is based on the NAIS Principles of Good Practice created by the National Association of Independent Schools, www.nais.org/go/pgp."

PAIS encourages member schools to view and to adhere the individual PGPs below. These PGPs have been and continue to be developed *by the industry for the industry*, with much care and thought from NAIS school practitioners. NAIS's Principles of Good Practice are only as strong as the educational community that created them. If you witness what you consider to be a violation of a PGP at a school, as a professional courtesy, contact the appropriate colleague at the school potentially in violation and discuss the issue. These conversations often motivate the school to examine its behaviors and come into better compliance with the PGPs.

The NAIS Principles of Good Practice for member schools, defining high standards and ethical behavior in key areas of school operations, are designed to help guide schools in becoming the best education communities they can be.

NAIS Principles of Good Practice are listed below alphabetically.

Admission

The following principles of good practice provide common ground for interaction between independent school admission professionals, and their many constituents (parents, students, colleagues at other schools, and the public).

Through the recruitment and selection of students, admission professionals play a critical role in their schools' vitality and educational culture. All admission professionals, as well as the head of school, bear the ultimate responsibility for communicating and upholding these principles of good practice to all professional staff and volunteers (including parents, alumni/ae, tour guides, coaches, faculty, and governing body members) who represent the institution in promotion, recruitment, admission, and retention activities.

1. The school seeks to ensure an appropriate match between a prospective student and family and the mission and philosophy of the school.
2. The school respects and affirms the dignity and worth of each individual in the admission process.
3. In establishing policies and procedures for student recruitment and enrollment, particularly in the area of nondiscrimination, the school adheres to local, state, and federal laws and regulations.
4. The school has available in writing those policies and procedures of the school, member associations, and/or athletic leagues that may affect a family's decision to enroll.
5. The school operates under a clear set of practices for gathering, disseminating, and maintaining prospective student information, and respects the confidentiality of students, families, and documents in the admission process. Schools will ensure that the admission process and/or transcript have provided sufficient documentation of an appropriate match before offering admission to a student.
6. The school maintains an admission process that respects the needs of students and families to learn about school programs and activities, that communicates in user-friendly formats, and that provides clear information, dates, and timeframes for all aspects of the admission process, including expectations around financial aid applications and acceptance of an enrollment offer.

7. The school recognizes that general advertising, direct mail campaigns, and communications between other schools and current independent school families guarantee the free market rights of the families and the general public to consider all options and that such practices from competitor schools should not be seen as a violation of the spirit of collaboration, collegiality, and professionalism reflected in these principles.
8. The school recognizes the right of currently enrolled students and families to consider other educational options, and if a transfer is initiated by the family, the school provides appropriate support and documentation in a timely manner, including reminding the family of any policies related to contractual obligations to the current school.
9. The school shares complete information about the total costs of attending the school and other financial expectations with families before an enrollment commitment is required.
10. The school establishes and furthers collegial relations with neighboring independent schools by undertaking collaborative marketing arrangements to tell the independent school story and to encourage more families to consider independent education.
11. School representatives apply the same high standards of integrity whether talking about their own school or other institutions.
12. The school ensures that all recruitment arrangements support the best interests of the student and do not result in a conflict of interest on the part of the school, individual, or firms representing the school.

Athletics

Athletics can play an important role in the lives of children. The school's athletic program should be an essential part of the education of students, fostering the development of character, life skills, sportsmanship, and teamwork.

School Athletics

1. The school's physical health program embodies the mission, philosophy, and objectives of the school.
2. The school ensures that physical education teachers and coaches have appropriate training and knowledge of the school's mission, philosophy, and objectives.
3. The school promotes equity in all aspects of its athletic programs, including equal access to athletics, and fair and just treatment within both the curricular and extracurricular program.
4. The school's athletic program is an integral part of the school's curriculum.
5. The school is committed to the safety and physical and emotional health of participants in the athletic program. The school demonstrates this commitment by ensuring that appropriate safety precautions are in place for all physical education activities. Further, the school has appropriate response safeguards in place in the event that a student is injured.
6. The school's athletic program values the dignity and worth of the individual in a context of common purpose and collective achievement.
7. The school educates parents about the philosophy, policies, risks, and appropriate expectations of the athletic program.

School Team Athletics

1. The school stands firmly in opposition to performance-enhancing drugs.
2. The school and its athletic programs and teams do not tolerate any form of hazing.
3. The school ensures that students, parents, alumni, and others understand the expectations of sportsmanship, civility, and self-control at athletic practices and contests, much as those same characteristics are required within the more traditional academic environment.
4. The school works directly and candidly with other schools to prevent abuses in the following areas: recruitment, eligibility, transfer of student athletes, financial aid, and admission.

Coaches

1. Coaching is teaching: Coaches are, foremost, teachers. In this spirit, coaches have a strong collegial relationship with other educators and contribute to the school's understanding of the whole child.
2. Coaches have an understanding of the developmental needs of the children with whom they work.
3. Coaches design and implement activities that improve the knowledge and skills of all participants.
4. Coaches are aware of the physical abilities of their athletes and do their best to keep the athletes safe while encouraging students to reach new levels of achievement.
5. Coaches maintain the appropriate skills to teach their sport(s) and provide appropriate first aid to an injured athlete.
6. Coaches mentoring athletic teams and events are role models for the behavior expected of all spectators and participants at any athletic event.

Board of Trustees (Governing Body)

The board is the guardian of the school's mission. It is the board's responsibility to ensure that the mission is relevant and vital to the community it serves and to monitor the success of the school in fulfilling its mission.

The following Principles of Good Practice are set forth to provide a common perspective on the responsibilities of independent school boards. The board and the head work in partnership in fulfilling these principles.

1. The board adopts a clear statement of the school's mission, vision, and strategic goals and establishes policies and plans consistent with this statement.
2. The board reviews and maintains appropriate bylaws that conform to legal requirements, including duties of loyalty, obedience, and care.
3. The board assures that the school and the board operate in compliance with applicable laws and regulations, minimizing exposure to legal action. The board creates a conflict of interest policy that is reviewed with, and signed by, individual trustees annually.
4. The board accepts accountability for both the financial stability and the financial future of the institution, engaging in strategic financial planning, assuming primary responsibility for the preservation of capital assets and endowments, overseeing operating budgets, and participating actively in fund raising.
5. The board selects, supports, nurtures, evaluates, and sets appropriate compensation for the head of school.
6. The board recognizes that its primary work and focus are long-range and strategic.
7. The board undertakes formal strategic planning on a periodic basis, sets annual goals related to the plan, and conducts annual written evaluations for the school, the head of school, and the board itself.
8. The board keeps full and accurate records of its meetings, committees, and policies and communicates its decisions widely, while keeping its deliberations confidential.
9. Board composition reflects the strategic expertise, resources, and perspectives (past, present, future) needed to achieve the mission and strategic objectives of the school.
10. The board works to ensure all its members are actively involved in the work of the board and its committees.
11. As leader of the school community, the board engages proactively with the head of school in cultivating and maintaining good relations with school constituents as well as the broader community and exhibits best practices relevant to equity and justice.
12. The board is committed to a program of professional development that includes annual new trustee orientation, ongoing trustee education and evaluation, and board leadership succession planning.

Board of Trustees: Individual Members

The following Principles of Good Practice are set forth to provide a common perspective on the responsibilities of individual members of independent school boards.

1. A trustee actively supports and promotes the school's mission, vision, strategic goals, and policy positions.
2. A trustee is knowledgeable about the school's mission and goals, including its commitment to equity and justice, and represents them appropriately and accurately within the community.
3. A trustee stays fully informed about current operations and issues by attending meetings regularly, coming to meetings well prepared, and participating fully in all matters.
4. The board sets policy and focuses on long-range and strategic issues. An individual trustee does not become involved directly in specific management, personnel, or curricular issues.
5. The trustee takes care to separate the interests of the school from the specific needs of a particular child or constituency.
6. A trustee accepts and supports board decisions. Once a decision has been made, the board speaks as one voice.
7. A trustee keeps all board deliberations confidential.
8. A trustee guards against conflict of interest, whether personal or business related.
9. A trustee has the responsibility to support the school and its head and to demonstrate that support within the community.

10. Authority is vested in the board as a whole. A trustee who learns of an issue of importance to the school has the obligation to bring it to the head of school, or to the board chair, and must refrain from responding to the situation individually.
11. A trustee contributes to the development program of the school, including strategic planning for development, financial support, and active involvement in annual and capital giving.
12. Each trustee, not just the treasurer and finance committee, has fiduciary responsibility to the school for sound financial management.

Business Officers

Although responsibilities of business officers are as varied as the institutions they serve, the following principles provide a common standard of leadership and good practice for individuals vested with the responsibilities of the school's financial and physical resources.

1. The business officer understands and promotes the mission, standards, and policies of the school, and provides leadership as these evolve and when they are evaluated.
2. The business officer reports to the head of school and works strategically with the head of school and the board of trustees to ensure the development and implementation of appropriate policies for the long-term management of the school.
3. The business officer provides important assistance to the head in administering the school and to the board in meeting its fiduciary responsibilities through attendance at meetings, informative disclosure, and other educational means.
4. The business officer manages the school's resources in a prudent manner, consistent with the mission, safeguarding the value of those assets for the use of future generations of students by establishing appropriate financial controls and procedures.
5. The business officer maintains and fosters high ethical standards, integrity, and respect for colleagues, alumni, parents, and students in the conduct of the school's business.
6. The business officer respects and maintains confidentiality and rights to privacy applicable to individuals and institutional records.
7. The business officer ensures that the human resource policies and practices are clearly articulated, consistently applied and conform to legal requirements.
8. The business officer fosters professional standards and development by participating in local, regional, and national associations that offer personal support and professional assistance and development.

Early Childhood Educators

Early childhood education emphasizes the development of the whole child, providing for each child's social, emotional, physical, and intellectual needs. Early childhood programs are developmentally appropriate, in that they are based on an understanding of general patterns of growth in the early years as well as children's individual development.

1. Early childhood educators, and all personnel who interact with young children, have appropriate training, understanding, and knowledge regarding the developmental characteristics of this age group.
2. Early childhood educators recognize that play is the work of young children.
3. Early childhood educators build on the child's natural curiosity to promote a love of learning.
4. Early childhood educators prepare the environment so that children learn through active exploration and discovery.
5. Early childhood educators recognize the importance of outdoor play and provide appropriate time and equipment.
6. Early childhood educators design programs that develop the large and small motor skills of young children.
7. Early childhood educators engage parents as partners in understanding the unique characteristics and needs of young children.
8. Early childhood educators, in observing and interpreting children's behavior, use bias-free assessment tools based on developmental norms.
9. Early childhood educators promote equity and justice by creating a community that fosters respect, understanding, and an appreciation of differences.

Educating for Global Citizenship

Twenty-first century independent schools must prepare students to be knowledgeable, compassionate citizens and effective leaders within a rapidly transforming world. This objective requires an understanding of

one's own culture while extending well beyond the boundary of the nation where instruction occurs. Such schools:

1. Present a view of the world that invites and rewards curiosity concerning the richness and diversity of all human societies and encourages respect for all people.
2. Develop a curriculum that helps students recognize how differing cultures, traditions, histories, and religions may underlie views and values that can sharply contrast with their own.
3. Provide resources and activities in support of instruction that can help carry learning in the direction of world understanding.
4. Expect teachers, administrators, and other staff members to model respect for all peoples and cultures and to address constructively instances of bias or disdain for nationalities, cultures, or religions outside of their own.
5. Seek beyond the institution itself partnerships and networking that may help it promote global awareness, experience, and problem-solving for its students.
6. Educate and encourage parents to support school initiatives that promote global understanding.
7. Seek a diversity of cultural, national, and ethnic backgrounds in the recruitment of teachers and administrators.

Elementary School Educators

Building on the work of early childhood educators, elementary school educators continue to nourish the child's joy of discovery and passion for learning, and provide for the child's social, emotional, physical, intellectual, and moral growth — giving special attention to the mastery of those basic skills and concepts that are the foundation of all future learning.

1. Elementary school educators, and all personnel who interact with children, have appropriate training and knowledge regarding the developmental characteristics and needs of this age group.
2. Elementary school educators create a safe and secure environment in which students grow in both autonomy and the ability to work and play together.
3. Elementary school educators design and implement programs that actively engage students in making connections, solving problems, and thinking independently.
4. Elementary school educators teach to individual learning styles and intelligences and assess learning in a variety of ways.
5. Elementary school educators support the child's emerging identity by respecting and providing for each student's voice.
6. Elementary school educators build relationships with their students in which each child feels understood, nurtured, and challenged.
7. Elementary school educators work to create a relationship with parents that facilitates the exchange of information necessary to ensure the child's progress.
8. Elementary school educators create opportunities for children to become increasingly responsible for the many communities in which they live.
9. Elementary school educators defend the dignity and worth of each member of the community and create an environment that fosters respect, understanding, and acceptance of differences.

Equity and Justice

Creating and sustaining an inclusive, equitable, and just independent school community requires commitment, reflection, conscious, and deliberate action, as well as constant vigilance based on the overarching principles of inclusivity, diversity, and multiculturalism. The following Principles of Good Practice for Equity and Justice provide the foundation for such a community.

1. The school establishes the foundation for its commitment to equity and justice in its mission statement and strategic planning.
2. The school respects, affirms, and protects the dignity and worth of each member of the school community.
3. The school establishes, publishes, implements, and reviews policies that promote equity and justice in the life of the school.
4. The school supports the ongoing education of the board, parents, students, and all school personnel as part of the process of creating and sustaining an equitable and just community.
5. The school ensures an anti-bias environment by assessing school culture and addressing issues of equity and justice in pedagogy, assessment, curriculum, programs, admission, and hiring.
6. The school values each and every child, recognizing and teaching to varied learning styles, abilities, and life experiences.
7. The school uses inclusive, anti-bias language in written and oral communication.

8. The school complies with local, state, and federal laws and regulations that promote diversity.
9. The school provides appropriate opportunities for leadership and participation in decision making to all members of the school community.
10. The school includes all families and guardians as partners in the process of creating and sustaining an equitable and just community.
11. The school expects from its students and all members of the community an appreciation of and responsibility for the principles of equity and justice.

Financial Aid Administration

Recognizing that each family bears the primary responsibility for financing a student's education costs, NAIS's Principles of Good Practice for Financial Aid Administration are designed to serve as guideposts in the development of professional policies and orderly procedures among schools. Through these principles, NAIS affirms its belief that the purpose of a financial aid program is to provide monetary assistance to those students who cannot afford the cost of attending an independent school. Furthermore, these principles reflect the standards of equity and fairness NAIS embraces and reassert NAIS's ongoing commitment to access and diversity.

1. The school adheres to local, state, and federal laws and regulations that require non-discriminatory practice in the administration of its financial aid policies.
2. The school operates within the context of both short- and long-range financial aid budget and policy goals.
3. The school uses objective research to measure the effectiveness of its progress towards its goals, and communicates the outcomes as appropriate.
4. The school provides outreach, education, and guidance to students and families on all aspects of its financial aid process and options.
5. The school determines eligibility for admission without regard to a student's application for financial aid.
6. The school commits to providing financial aid dollars to applicants who demonstrate that their family resources are insufficient to meet all or part of the total educational costs.
7. The school continues to provide support to students as long as financial need is demonstrated.
8. The school maintains the same standards of behavior and academic performance for recipients of financial aid as it does for non-recipients.
9. The school enacts documented procedures that ensure a fair, consistent, and equitable assessment of each family's ability to contribute toward educational expenses.
10. The school makes and communicates financial aid decisions in a manner that allows families to make timely, careful, and fully-informed enrollment decisions.
11. The school establishes administrative and accounting procedures that distinguish the school's need-based financial aid program from tuition assistance programs that are not based on financial need.
12. The school safeguards the confidentiality of financial aid applications, records, and decisions.
13. The school supports collaboration between the financial aid office and other offices within the school.

Fund Raising

The advancement program of the school should exemplify the best qualities of the institution and reflect the highest standards of personal and professional conduct. The following Principles of Good Practice are addressed to those involved in the school's advancement operation -- trustees, school heads, development and alumni/ae officers and staff, volunteers, consultants, and business officers.

1. The school establishes a well-constructed development plan to guide its fund-raising activities.
2. The school is mindful and respectful of the cultural and economic diversity of constituent supporters.
3. The school accepts only gifts that support its mission, character, integrity, and independence.
4. The school understands that accepting a gift is accepting the obligation to honor the donor's intent.
5. The school advocates stewardship (preserving and growing the resources of the school), as well as nurtures, appreciates, and sustains an ongoing healthy and effective relationship with its constituents.
6. The school clearly articulates roles and responsibilities for volunteers.

7. The school safeguards its constituents' privacy and all confidential information.
8. The school encourages donors to consult with their own professional tax advisors when making charitable gifts.
9. The school complies with all provisions of the U.S. Tax Code that affect charitable giving.
10. The school, as appropriate discloses to its constituents gifts received through philanthropy.
11. To ensure financial sustainability, the school makes certain that income earned from endowment is spent wisely and equitably. In doing so, the school ensures that endowments maintain their real value over the years so that future generations benefit as much or more from endowment as current and past generations.
12. The school adheres to accepted standards concerning the management and reporting of gift revenues and fund-raising expenditures, and seeks to promote the profession by sharing its data with relevant professional organizations, such as The Council for Advancement and Support of Education (CASE), Council for Aid to Education (CAE), and NAIS.

Heads

The primary responsibility of the head of an independent school is to carry out the school's stated mission. While there are profoundly different ways to accomplish this goal, NAIS offers the following principles as guideposts for all heads engaged in this rewarding, complex job.

1. The head works in partnership with the board of trustees to establish and refine the school's mission; articulates the mission to all constituencies — students, faculty and staff, parents, alumni/ae, and the community; and supports the mission in working with all constituencies.
2. The head oversees the shaping of the school's program and the quality of life in the school community.
3. The head establishes an effective manner of leadership and appropriately involves members of the administration and faculty in decision making.
4. The head is responsible for attracting, retaining, developing, and evaluating qualified faculty and staff.
5. The head is accessible, within reason, and communicates effectively with all constituencies.
6. The head is responsible for financial management, maintenance of the physical plant, strategic planning, and fund raising.
7. The head ensures that every element of school life reflects the principles of equity, justice, and the dignity of each individual.
8. The head is alert to his or her role within the broader networks of schools, school leaders, and the community.
9. The head works to ensure that the principles of good practice of all school operations, especially those of admission, marketing, faculty recruitment, and fund raising, demonstrate integrity at all levels of the school.

Hiring Process

The quality of the hiring process sets the tone for a mutually satisfying relationship between the school and the candidate and communicates to the candidate the spirit and values of the institution. The values that infuse these guidelines can be applied to any hiring process, whether that process involves the use of placement agencies or is fully managed by the school. NAIS encourages schools to adopt these principles and to share them with candidates as appropriate.

The School's Obligations

1. The school has a stated procedure governing its hiring process and a strategic recruiting plan that includes strategies for seeking candidates who will add to the racial, cultural, and gender diversity of the institution.
2. The school identifies means by which to advertise the position to various pools of potential candidates, including those not currently employed by independent schools, and makes current staff aware of openings as they become public and available.
3. The school creates a complete job description for each available position. This description outlines the main responsibilities and expectations of the position, as well as any significant other activities that may be asked of the candidate.
4. The hiring and interview process includes the people who will be directly involved with the candidate in his or her new position.

5. The school and its representatives follow the laws that govern hiring practices and focus fairly and consistently with every applicant on the talent, skills, and abilities needed for the job, disclosing all information that is necessary for the candidate to make a well-informed decision.
6. When inviting a candidate to the school, the school explains who is to be responsible for expenses and what the visit will entail.
7. The school keeps all candidates informed about the hiring schedule and decision timeline.
8. In performing its due diligence, 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 to confirm 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, after securing permission to contact that employer from the candidate.
9. The school ensures that it is aware of any employment-related, binding contractual obligations of the candidate; and the school carefully avoids inducing or assisting in a breach of those contractual obligations.
10. When making an offer to a candidate, the school provides all relevant information, including compensation, job expectations, and working conditions.
11. The school affords candidates a reasonable period of time to consider an offer.
12. When the selected candidate accepts the job, the school contacts the other candidates to notify them that the position has been filled.

The Candidate's Obligations

1. The candidate discloses all information that is necessary for the school to make a well-informed decision.
2. The candidate accepts an invitation to visit at the school's expense only if he or she is seriously interested in a position.
3. The candidate responds to an offer within a reasonable period of time.
4. The candidate notifies the current employer as soon as reasonably possible of any plans to work for another employer.
5. The candidate does not accept more than one job at any time and seeks a release from any obligation with a current employer before signing a contract with a new employer.

Middle School Educators

Middle school is a unique period in the educational life of a student. Youngsters experience a variety of significant changes, both individually and collectively. The range of academic ability and physical and emotional development is huge. Relationships among adolescents, not to mention with their parents, change on a daily basis. Middle school educators have the responsibility to respond to and provide for the unique developmental needs and characteristics of their students.

1. Middle school educators provide specific programs aimed at creating a bias-free environment, safe and inclusive for all, which focuses on eliminating cliques and establishes a climate where bullying is unacceptable. Programs should support each student's need to develop a distinct self-concept and to be recognized as an individual and as a member of the group.
2. Middle school educators and all personnel who interact with middle school students have a thorough understanding of the patterns of physical, intellectual, social, and emotional growth of their students. They like to work with this age group and have chosen middle school as their first interest.
3. Middle school educators actively engage parents as partners in recognizing the implications of the significant changes affecting middle school children. At this stage in a child's life, parent and teacher interaction is especially important. Therefore, educators should actively seek ways for parents and teachers to interact, especially in programs that address issues affecting middle school student development.
4. Middle school educators work to ensure a smooth transition experience for students and parents entering and leaving the middle school years.
5. Middle school educators teach to the growing intellectual and social abilities of their students while employing a wide range of pedagogical techniques and assessment strategies to ensure all students are successfully challenged.
6. Middle school educators help students learn to make responsible choices and understand the consequences of their actions, including the use of technology on campus.
7. Middle school educators create opportunities that are especially appropriate for middle school students so that they can develop a sense of belonging to and responsibility for their own

communities. This approach promotes issues of sustainability and a better understanding of students' roles in an interconnected and global society.

Parents Working with Schools/Schools Working with Parents

Parents and independent schools work together to create and sustain effective partnerships. The following principles of good practice describe the respective roles and responsibilities of both partners.

Parents Working with Schools

1. Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. In selecting an independent school, parents seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.
3. Parents are familiar with and support the school's policies and procedures.
4. Parents provide a home environment that supports the development of positive learning attitudes and habits.
5. Parents involve themselves in the life of the school.
6. Parents seek and value the school's perspective on the student.
7. When concerns arise, parents seek information directly from the school, consulting with those best able to address the concerns.
8. Parents share with the school any religious, cultural, medical, or personal information that the school may need to serve the student best.

Schools Working with Parents

1. The school recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. The school clearly and fully presents its philosophy, program, and practices to parents during the admission process and encourages dialogue that clarifies parental expectations and aspirations for the student.
3. The school seeks and values the parents' perspective on the student.
4. Teachers and administrators are accessible to parents and model candid and open dialogue.
5. The school keeps parents well informed through systematic reports, conferences, publications, and informal conversations.
6. The school defines clearly how it involves parents when considering major decisions that affect the school community.
7. The school offers and supports a variety of parent education opportunities.
8. The school suggests effective ways for parents to support the educational process.
9. The school actively seeks the knowledge it needs to work effectively with a diverse parent body.

School Search Committees and Search Consultants

The following principles of good practice are designed to help search committees as they embark upon the task of selecting a school head. Each school must decide for itself whether or not it will retain a consultant to help with the search. If the school does decide to engage professional counsel, the same principles should be observed.

1. The board and search committee should devise a search process that is viewed as fair, orderly, and cost-effective by all parts of the school community.
2. The search committee should actively solicit the names of the best available candidates drawn from a broad candidate group without regard to age, race, religion, gender, or national origin unless the school has a religious mission that requires the head to have a particular religious affiliation.
3. The search committee should see pertinent materials related to any and all candidates, including applications that come from outside the consultant's regular network.
4. The search committee should recognize the sensitivity of visits by trustees to a candidate's present school. The consultant should work with the search committee and candidate to see that such visits are complete and thorough yet at no time jeopardize the relation of the candidate to his or her present school. School visits should be made only when the candidate and search committee are at a mutually serious stage.
5. The search committee should make every effort to present the school with a diverse group of candidates. All principles associated with providing equal opportunity should be observed in the process.

Regarding Consultants

1. The search consultant should make every effort to present the school with a diverse group of candidates. All principles associated with providing equal opportunity should be observed in the process.
2. In outlining procedures to the search committee, the consultant should provide a full written description of services offered, including expenses and fees. In the case of a consulting firm, the search committee should be told which person in the firm will do the search and should interview that person prior to any contracting for services.
3. The consultant should make known the names of other schools for which he or she actively is performing a search for persons to fill a similar position.
4. The consultant should limit searches during any given period to a number that will assure service of high quality to each client school.
5. The search consultant should make a reasonable effort to understand the school, its mission, its culture, and the nature of the position to be filled.
6. The school, not the individual candidate, should always be the client.
7. Both consultant and search committee should check candidates' references with great care. The consultant is responsible for presenting a candidate for consideration by the search committee and for emphasizing the committee's responsibility after that time.
8. The consultant should respect the confidentiality of each candidacy and impress upon both search committee and candidates the importance of discretion. Any candidate now a head who is seriously exploring other school headships should so inform his or her current board chair in confidence.
9. The consultant should keep the search committee fully informed about the progress of the assignment throughout the search and ensure that each candidate is informed fully and promptly about the status of his or her candidacy.
10. The consultant should refrain from inviting the head of a school placed in that position by the consultant's firm within the past five years to become a candidate for the client school.
11. No consultant or any member of the consultant's firm should be a candidate for a position in which the consultant is conducting a search.

Secondary School Educators

Secondary school educators are committed to helping their students move from adolescence to young adulthood.

1. Secondary school educators help students to become passionate, serious scholars capable of effective communication, sustained work, independent thought, meaningful collaboration, and original expression.
2. Secondary school educators use their training and knowledge of their disciplines to design programs appropriate to the developmental characteristics of this age.
3. Secondary school educators employ a range of teaching and assessment strategies that invite students to learn and to demonstrate their learning in a variety of ways.
4. Secondary school educators teach to the learning styles, abilities, and life experiences of their students.
5. Secondary school educators develop and sustain relationships with colleagues that benefit their students and further their own professional growth.
6. Secondary school educators develop and sustain relationships with parents that support each student's well-being and increasing autonomy.
7. Secondary school educators take responsibility for being role models.
8. Secondary school educators affirm and defend the dignity and worth of each member of the community and maintain an environment that fosters respect.
9. Secondary school educators help students take more and more responsibility for themselves and the multiple communities in which they live.
10. Secondary school educators prepare students to take advantage of subsequent opportunities for learning and to take their places as members of a democratic society and the global community.

Supervisors of Teachers

Entrusted with the education of children, the independent school teacher promotes the best interests of the child within the context of the school's philosophy. Those who supervise teachers are responsible for the quality of teaching and for promoting growth in those who teach. The following principles of good practice provide guidelines for supervisors of teacher.

1. The supervisor has thorough knowledge appropriate to her supervisory assignment and stays abreast of recent developments in the field. The supervisor also exemplifies in her own work with faculty members the qualities that she hopes to develop in the faculty.
2. The supervisor develops and administers a comprehensive system of hiring, consistent with the policies of the school, which results in the appointment of the best-qualified candidate and a well informed match between school and teacher. Throughout the hiring and supervisory processes, the supervisor values racial, cultural, and gender diversity.
3. The supervisor ensures that faculty members new to the school receive orientation and support sufficient for them to work effectively and with confidence that they are carrying out the educational mission, policies, and procedures of the school.
4. The supervisor ensures that teachers are informed of both praise and criticism of their work and that useful support and assistance are available to each teacher to improve the quality of teaching.
5. The supervisor makes available to all faculty members on an equitable basis whatever resources the school can provide for professional growth and development, both inside and outside the school.
6. The supervisor encourages and challenges teachers to initiate curricular improvement by providing the necessary time and resources and by creating structures to foster faculty collaboration on curriculum development.
7. The supervisor leads faculty members in upholding high standards of professional behavior and responds immediately when behavior occurs that is harmful to children or harmful to the school community.
8. The supervisor evaluates and works to improve teaching through classroom visits, discussions with teachers, and other methods that are fair and consistent with the practices of the individual school. Evaluation is based on clearly articulated criteria that teachers have helped define and occurs in a context of respect for the teacher's professional knowledge and decision-making capability. The supervisor also monitors her own work by inviting suggestions and critiques from teachers.
9. When a faculty member's future in the school is in question, the supervisor devotes sufficient attention and resources to ensure that the situation is resolved or that the faculty member's departure from the school is handled with attention to due process and the dignity of the individual.
10. The supervisor ensures that all personnel policies are clearly articulated to faculty members and makes every effort to promote the establishment of salaries and benefits commensurate with the professional responsibilities of teaching.

Technology Use in Independent Schools **Leadership**

1. The school regularly evaluates its use of technology to support its mission, goals, and program.
2. School heads, curriculum leaders, and professional development leaders are actively involved in the development, implementation, and evaluation of technology integration goals.
3. School leadership articulates the rationale for educational use of technology and builds widespread consensus for its adoption.
4. School leadership incorporates technology considerations into strategic planning and creates a sustainable financial model for school technology commitments.
5. The staff member responsible for the technology program contributes leadership to the school's administrative team.
6. The school provides faculty, staff, and students with equitable access to technology.
7. The school recognizes that advancing technology integration often requires significant support for risk taking, time for faculty planning, and adjustment in the allocation of instructional time.

Teaching and Learning

1. Educators research, evaluate, and employ technology to support curricular goals and to meet the range of learning styles, abilities, and life experiences of their students.
2. Educators appreciate and recognize that technology can create learning opportunities for students that would not otherwise be possible, fundamentally transforming the nature of the relationship between teacher and learner.
3. Educators embrace technologies that promote project-based, student-centered learning, the acquisition of problem-solving skills, and the development of media and information literacy.
4. The school educates students, teachers, and parents about the safe, healthy, ethical, legal, and appropriate use of technology resources.

Professional Development

1. The school recognizes that the single most important factor in technology integration is the teacher.

2. Educators seek out opportunities to learn technology and implement research-based best practices for technology use within their discipline.
3. The school includes technology integration as an essential component of its professional development, provides the necessary time and resources for it, and ensures that educators acquire and demonstrate essential technology skills and proficiencies.

Infrastructure and Administrative Operations

1. The school uses technology to improve the efficiency and effectiveness of administrative operations.
2. The school has adequate technology staffing and infrastructure appropriate for its size and operations.
3. The school maintains and protects its data, network, and hardware.
4. The school provides timely support for computers and the people who use them.

Sustainable Schools for the 21st Century

NAIS believes that in order to survive and thrive in the 21st Century, schools should address sustainability on five dimensions. At www.nais.org you'll find links to additional research and resources related to each of these areas of sustainability.

Financial Sustainability: becoming more efficient and less costly

Environmental Sustainability: incorporating sustainability practices into teaching and practice; becoming more green and less wasteful

Global Sustainability: becoming more networked internationally and less parochial in outlook

Programmatic Sustainability: becoming more focused on the skills and values that the marketplace of the 21st Century will seek and reward, and less narrowly isolated in a traditional disciplines approach to teaching and learning

Demographic Sustainability: becoming more inclusive and representative of the school-age population and less unapproachable financially and socially

Summary of Essential Capacities for the 21st Century
as identified by Schools of the Future Committee
NAIS Commission on Accreditation

1. Analytical and Creative Thinking and Problem-Solving

- Identify, manage, and address complex problems
- Detect bias, and distinguish between reliable and unsound information
- Control information overload
- Formulate meaningful questions
- Analyze and create and ideas and knowledge
- Use trial and error; devise and test solutions to problems
- Imagine alternatives
- Develop cross-disciplinary knowledge and perspectives
- Engage in sustained reasoning
- Synthesize and adapt
- Solve new problems that don't have rule-based solutions
- Use knowledge and creativity to solve complex “real-world” problems

2. Complex Communication—Oral and Written

- Understand and express ideas in two or more languages
- Communicate clearly to diverse audiences
- Listen attentively
- Speak effectively
- Write clearly and concisely—for a variety of audiences
- Explain information and compellingly persuade others of its implications

3. Leadership and Teamwork

- Initiate new ideas
- Lead through influence
- Build trust, resolve conflicts, and provide support for others
- Facilitate group discussions, forge consensus, and negotiate outcomes
- Teach, coach and counsel others
- Enlist help
- Collaborate sensitively and productively with people of varied backgrounds
- Coordinate tasks, manage groups, and delegate responsibilities
- Implement decisions and meet goals
- Share the credit

4. Digital and Quantitative Literacy

- Understand, use, and apply digital technologies
- Create digital knowledge and media
- Use multimedia resources to communicate ideas effectively in a variety of formats

- Master and use higher-level mathematics
- Understand traditional and emerging topics in math, science, and technology—environmental sciences, robotics, fractals, cellular automata, nanotechnology, and biotechnology

5. Global Perspective

- Develop open-mindedness, particularly regarding the values, traditions of others
- Study and understand non-western history, politics, religion, and culture
- Develop facility with one or more international languages
- Use technology to connect with people and events globally
- Develop social and intellectual skills to navigate effectively across cultures
- Use 21st century skills to understand and address global issues
- Learn from, and work collaboratively with, individuals from diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue
- Leverage social and cultural differences to create new ideas and achieve success

6. Adaptability, Initiative, and Risk-Taking

- Develop flexibility, agility, and adaptability
- Bring a sense of courage to unfamiliar situations
- Explore and experiment
- Work effectively in a climate of ambiguity and changing priorities
- View failure as an opportunity to learn, and acknowledge that innovation involves small successes and frequent mistakes
- Cultivate an independence of spirit to explore new roles, ideas, and strategies
- Develop entrepreneurial literacy
- Use creativity and innovation to produce things that are unique and that have value and meaning

7. Integrity and Ethical Decision-Making

- Sustain an empathetic and compassionate outlook
- Foster integrity, honesty, fairness, and respect
- Exhibit moral courage in confronting unjust situations
- Act responsibly, with the interests and well-being of the larger community in mind
- Develop a fundamental understanding of emerging ethical issues and dilemmas regarding new media and technologies
- Make reasoned and ethical decisions in response to complex problems

