Manual for Evaluation and Accreditation

For NYSAIS Accreditation visits in the 2020-2021 and 2021-2022 school years.

Mark W. Lauria, Ph.D.
Executive Director

Judith Sheridan, Ph.D.
Associate Director for Evaluation and Accreditation

George Swain, M.Ed.
Director for Evaluation and Professional Learning

Version 4.2
Approved by the NYSAIS Commission on Accreditation, June 2019
Table of Contents

Preface (page 3)

Introduction (page 5)

Benefits of Accreditation (page 5)

Self-Study and Timelines (page 7)

Section One “Mission and Culture” (page 14)

Section Two “Teaching and Learning” (page 16)

Section Three “Governance” (page 21)

Section Four “Financial Sustainability” (page 25)

Section Five “Operations” (page 30)

Section Six “Student Life and Community” (page 34)

Section Seven “Self-study Process, Reflection and Conclusion” (39)

Appendices and Checklists (page 40)
Preface to the Manual 4.2 Edition

This revision to Manual 4.2 introduces several new and revised criteria for accreditation in the area of student protection following the adoption of the NYSAIS Principles of Best Practice for Preventing and Responding to Sexual Misconduct and Abuse by the NYSAIS Board of Trustees in January 2018. Manual 4.2 also includes additional guiding questions in this area as well as modest revisions to the timeline and guiding questions found within each section in the interest of clarity and efficiency based on feedback we received from schools and visiting committees using Manual 4.1 in the field.

The New York State Association of Independent Schools (NYSAIS) is authorized by the New York State Board of Regents to accredit early childhood, elementary, and secondary schools. NYSAIS derives its authority from the Board of Regents through its charter, which states that the Association is authorized “to evaluate and accredit nursery schools, kindergartens, elementary and secondary schools operating within the State of New York and, as concerns New York corporations with branches in other states and countries, to evaluate and accredit those consistent with the laws, rules and regulations of host states and countries.” The NYSAIS accreditation function operates through its accrediting arm, the Commission on Accreditation, which has the responsibility for establishing the criteria for accreditation, creating evaluative materials, and recommending accreditation of member schools to the NYSAIS Board of Trustees.

NYSAIS began evaluating its members’ elementary schools in 1969, using a manual developed by a committee of heads of school. Several years later, NYSAIS schools asked the Association to extend the accreditation process to high schools. During the early years of accreditation, NYSAIS used, together with its own criteria and supplements, the New England Association of Schools and Colleges (NEASC) manual. For this early assistance, NYSAIS is grateful to its New England neighbor for helping it establish a strong accreditation process and train a generation of independent school teachers and administrators in the careful preparation of the school’s self-study, which is the crucial foundation of peer evaluation and accreditation.

The philosophy that drives the evaluative process that NYSAIS and other state and regional organizations have adopted and perfected over the years arises from the belief that each independent school is unique and, providing it meets certain basic criteria, deserves to be evaluated in terms of its own mission. As NYSAIS expects its member schools to regularly undergo periodic reflection, it seems appropriate that NYSAIS itself should do the same with respect for its history while maintaining a vision for the future.

This new generation of NYSAIS Manuals for Evaluation and Accreditation, beginning with the release of version 4.0 in 2016, marks a departure in a number of ways from previous editions. Building on the work of those who participated in past revisions, this edition continues to advance the focus of the self-study on analysis and reflection accompanied by the demonstration of practice. For example, to provide a more efficient and cohesive approach, a holistic analysis of the educational program is encouraged rather than one siloed by departments and divisions. Additionally, the process is designed to provide a strong foundation for strategic initiatives.

Members of the NYSAIS Commission on Accreditation, some of whom served on this project’s steering committee, were invaluable in lending their expertise, insights, and experience. The full Commission reviewed the proposed revisions section by section. The NYSAIS Board of Trustees reviewed the work as well, some of whom served on subcommittees composed of NYSAIS community members who were experienced from both ends of the process – the writing of the self-study and serving on visiting
committees. We are greatly appreciative to the NYSAIS staff members who contributed in many ways. To the over 50 members of the NYSAIS community, we are deeply grateful for their participation in the Manual revision and their commitment to school improvement through accreditation.

**Steering Committee**
Bill Morris, Chair of the NYSAIS Commission on Accreditation
Kate Turley, Vice Chair of the NYSAIS Commission on Accreditation
Bob Vitalo, Vice Chair of the NYSAIS Commission on Accreditation
Bart Baldwin, Commissioner
Michelle Hughes, Commissioner

**Participating Members of the NYSAIS Community**

<table>
<thead>
<tr>
<th>John Allman</th>
<th>Scott Gaynor</th>
<th>Dane Peters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepcion Alvar</td>
<td>Ward Ghory,</td>
<td>Dominic A.A. Randolph</td>
</tr>
<tr>
<td>Alan Bernstein</td>
<td>Martha Haakmat</td>
<td>Amani Reed</td>
</tr>
<tr>
<td>Susan Braun</td>
<td>Josie Holford</td>
<td>Robert Reiser, S.J.</td>
</tr>
<tr>
<td>Bodie Brizendine</td>
<td>Simon Holzapfel</td>
<td>Brad Rogers</td>
</tr>
<tr>
<td>Jane Camblin</td>
<td>Diane Hulse</td>
<td>Michele Sola</td>
</tr>
<tr>
<td>Pamela Clarke</td>
<td>Jean-Marc Juhel</td>
<td>Lydia Spinelli</td>
</tr>
<tr>
<td>Virginia Connor</td>
<td>Susan Kambrich</td>
<td>Jack Sproule</td>
</tr>
<tr>
<td>Erica Corbin</td>
<td>Andrea Kassar</td>
<td>Ellen Stein</td>
</tr>
<tr>
<td>James Dawson</td>
<td>Phil Kassen</td>
<td>Meg Taylor</td>
</tr>
<tr>
<td>Jody Douglass</td>
<td>Tom Kelly</td>
<td>Vincent Tompkins</td>
</tr>
<tr>
<td>Ariela Dubler</td>
<td>Eve Kleger</td>
<td>David Trower</td>
</tr>
<tr>
<td>Charles Fasano</td>
<td>Chris Lauricella</td>
<td>Alexis Wright</td>
</tr>
<tr>
<td>Anthony Featherston</td>
<td>Sean Lynch</td>
<td>Debbie Zlotowitz</td>
</tr>
<tr>
<td>Maureen Fonseca</td>
<td>Brenda Mizel</td>
<td></td>
</tr>
<tr>
<td>Jane Foley Fried</td>
<td>Paul Ness</td>
<td></td>
</tr>
</tbody>
</table>

In addition to relying on broad NYSAIS membership participation and guidance, the standards created by the International Council Advancing Independent School Accreditation (ICAISA) form the foundation for many of the NYSAIS Criteria for Accreditation.

Finally, where appropriate, the NYSAIS Criteria for Accreditation have been used to formulate the NYSAIS Principles of Best Practice for all member schools. This unified approach to accreditation and best practices provides harmony between these documents resulting in clear guidance to member schools. We are indebted to all those, past and present, who have been associated with the NYSAIS accreditation process.

Mark W. Lauria, Ph.D.          Judith Sheridan, Ph.D.          George Swain, M.Ed.
Executive Director            Associate Director            Director

June 2019
Introduction

NYSAIS serves its members in many ways, not the least of which is to administer a process of evaluation and accreditation. The key element in this kind of accreditation is to involve its members in a process of self-evaluation. If this process is undertaken conscientiously and insightfully, it can reflect the past, the present, and a look into the future through a critical analysis of all aspects of the school resulting in an informed sense of strategic goals for the future. As such, accreditation attests to a school’s quality in terms everyone readily understands. To say that a school is accredited is to say that it has met many tests without having to explain at length the nature of those tests. Accreditation attests to a school’s quality by first applying the viewpoint of the school’s mission and culture. Additionally, to say that a school is accredited is to say that it has been held accountable by an assessment based on a unified standard of excellence reflecting best practices.

Benefits of Accreditation

A regular NYSAIS assessment:

• provides critical analysis to guide a school for improving its practices and for planning strategic initiatives in its next five years.
• allows a school to demonstrate and validate its achievement in fulfilling its mission and educational objectives.
• satisfies a basic requirement for membership in both NYSAIS and NAIS.
• supports protection against over involvement by state and federal governmental agencies in the operations of independent schools.
• provides a credential that is essential in much corporate and foundation fundraising.
• facilitates school and college admission, transfers, and admission of international students.
• strengthens the voice of NYSAIS in speaking collectively for the interests of independent schools.

The evaluation and accreditation cycle includes:

• a written self-study report developed by the school through an inclusive community-wide process that centers on the school’s mission and is based on the format and topics to be found in this Manual.
• an on-site visit by a committee of independent school peers who will, during a four-day stay (typically Sunday afternoon through Wednesday afternoon), review the materials that the school has prepared, visit classes, observe activities, and talk with students, teachers, administrators, non-teaching personnel, parents, and trustees.
• verification of the self-study report by the visiting committee as well as a determination of the extent to which the school meets the NYSAIS Criteria for Accreditation.
• a submission by NYSAIS of both the school’s self-study report and the visiting committee’s report to the NYSAIS Commission on Accreditation, which recommends the terms of accreditation to the NYSAIS Board of Trustees.
• a determination of accreditation by the NYSAIS Board of Trustees, notification of terms (not to exceed five years) and release of the visiting committee’s report to the school.
• the implementation of the school’s own and visiting committee’s recommendations (or explanation as to why not implemented).
• adherence to the stipulations as outlined by the NYSAIS Commission for Accreditation and approved by the NYSAIS Board of Trustees.
• under normal circumstances, the preparation of a progress report in five years, following guidelines provided by NYSAIS as well as a visit by a small committee, that will prepare a report for the NYSAIS Commission on Accreditation.
• a continuous ten-year cycle of self-study and accreditation.

The self-study process includes:
• a community-wide process that makes every effort to hear from all the voices in the school’s immediate community.
• a process that is more analytical than descriptive. The questions posed in this Manual are designed to provoke this analysis, to be used as launching points for committee discussion and observations, and an examination of strengths and areas for development or improvement.
• transparency, forthrightness, and honesty.
• a concluding self-study section that reflects on how the self-study process was conducted as well as its outcome and discoveries.
• a self-rating on the NYSAIS Criteria for Accreditation Rating Sheet
The Self-Study and Timelines

Be mindful that the audience for the report is the school’s own community, the visiting committee, NYSAIS, and the NYSAIS Commission on Accreditation. Prepare the self-study report with a constant eye to community-wide participation and hearing all voices. It is important for community members to be honest, forthright and direct. Creating committees and subcommittees that cross grade, division, department or administrative office brings a broad, school-wide perspective to the report. Committee and subcommittee reports should focus on analysis over description and build around the school’s mission statement, full disclosure of its program and practices, and the congruence between the two.

Initiating the Process
- NYSAIS will be in touch by early February, two years prior to the year of the on-site visit.

12 to 18 months in advance of the on-site visit
- Apprise the school community that the school is undertaking the self-study and accreditation process.
- Review and affirm, and perhaps revise, the school’s mission statement. Everything that follows in the self-study process flows from this statement.
- Appoint a self-study Steering Committee.
  - The head of school, except in very small schools or in the case of unusual circumstances, should neither chair this committee nor be deeply involved in the overall planning or the writing and editing of the report.
  - If possible, the steering committee should have at least three members, of which the head of school is an ex-officio member.
  - To chair the committee, the head of school should appoint a member of the faculty or administration who has good standing with the faculty, is organized and detail-oriented, and sees the bigger picture of the school.
  - The head and steering committee chair appoint a steering committee. Optimally all committee members should have excellent writing and editing skills.
- Note that the principal functions of the steering committee are to:
  - Set timelines and deadlines and ensure they are adhered to.
  - Develop a report template in regard to format.
  - Create the self-study committee structure that will prepare the various sub-reports.
  - Keep the process moving, help the faculty stay on task and not get bogged down with unnecessary detail, and apprise the head of school of progress and of potential problems (while they are still potential).
  - Ensure that student safety is a priority, and that emergency drills are efficient and well known to teachers and students.
  - Review and edit the sub-reports into the final report.
  - Collect and organize supplementary materials.
- Be in contact with NYSAIS regarding an informational session for steering committee members or an on-site NYSAIS presentation or meeting.
- Develop a budget for the evaluation. Normally, this includes expenses for the visiting committee (travel, accommodations, meals, and supplies), the incidental and internal expenses associated
with the self-study, the costs of preparing the self-study report, and any expenses related to staff needing extra release time or in-service days.

- Form self-study committees.
- Limit committee members, if possible, to no more than three subcommittee assignments. All staff should expect to serve on subcommittees, and some subcommittees will be best served if members of the governing body, parents, and capable students are represented.
- Create committees that cross grades, divisions, and departments or administrative offices to bring a broad, school-wide perspective to the report.
- Establish a report template so that self-study committee reports are consistent in format and structure.
- Create a detailed, comprehensive schedule for the self-study process to ensure that all deadlines are realistic and achievable.
- Ensure that the school has submitted the required data to NAIS-DASL. A member of the steering committee will generate data sheets using the DASL program to submit to NYSAIS and the visiting committee along with the self-study.

6 to 12 months prior to the on-site visit
- Typically, in January or February of the year prior to the site visit, NYSAIS will appoint a visiting committee chair and work with the school to set the dates of the visit. NYSAIS also will be in communication regarding the composition of the visiting committee.
- Expect an on-site visit by one of the NYSAIS Associate Directors of Evaluation and Accreditation.
- Create a table of contents for the self-study that includes all the relevant subcommittees and share this document with the NYSAIS accreditation director assigned to your school.
- Allow ample time for overall editing by the steering committee and general review by the faculty and governing body. (The final document will need to be ready for distribution no later than six weeks before the on-site visit).
- Assemble materials found in the Document Box at the end of each section of this Manual and listed in the Appendices and Checklists. The task can be time-consuming, and work should begin on compiling them well before the on-site visit. NYSAIS will provide a password-protected website to which schools should upload supplementary materials they would like to share digitally with the visiting committee.
- Be mindful that the self-study may be no longer than 125 pages and written as a narrative, not following a question-and-answer format. Be succinct and avoid repetition. When revising the draft of the self-study, keep in mind proportionality and be intentional regarding the space allocated to each of the sections and sub-sections.
- Generate DASL reports and undertake any additional data collection to be used in the analysis within the relevant sections of the self-study.
- Review health and safety procedures for the students and staff to assure that fire drills meet legal requirements and that record keeping is in line with state and federal standards. The facilities should be reviewed to assure that fire doors function as intended, lunchrooms and food preparation areas are sanitary, and that cleaning materials and laboratory chemicals are stored properly. Fire and emergency drills must include reliable attendance procedures that account for all students and adults. Considerable embarrassment can be avoided if deficiencies are corrected before the visiting committee arrives. Refer to “Safety Checklists” in the Appendices and Checklists section of this Manual for a more detailed explanation of the guidelines, which the visiting committee will use during the visit.
• Develop a process for completing the NYSAIS Criteria for Accreditation Rating Sheet. A compilation of the Criteria may be found at the end of this manual in the Appendices and Checklists. Be sure to record criteria ratings using whole numbers.
• Depending on the complexity of hotel, travel and transport arrangements, designate someone to handle the visiting committee logistics and the preliminary scheduling for the on-site visit.

3 to 4 months prior to the on-site visit
• Host an on-site preliminary visit by the visiting committee chair (and in some instances the assistant chair) with the head of school, the board chair, and the steering committee chair. The topics to cover are listed below. A preliminary visit checklist appears in the supplementary materials section of this manual.
  o Progress report on the self-study process and document.
  o A discussion of the Baseline Criteria and the Verification Statement.
  o Discussion regarding the information that will accompany the self-study document when it is sent.
  o The schedule for the committee’s visit (note Sample Schedule that follows) and the arrangements for pre-scheduled meetings with students, faculty, trustees, and parents. The pre-arranged meetings with trustees and parents will likely be the only opportunity the visiting committee has to meet with these constituents.
  o Discussion between the visiting committee chair and the school’s trustees.
  o The agenda for the head of school’s meeting with the visiting committee on Sunday afternoon.
  o Discussion regarding who will attend the community reception on Sunday afternoon and what remarks the visiting committee chair will make.
  o Discussion regarding the chair’s oral report at the conclusion of the visit.
  o Selection of a room at the school where the visiting committee can work undisturbed, which is adequate in size to accommodate all the materials and equipment that will be needed. Be mindful that the committee will work in the evenings and may need tech support as well as access to restrooms and a supply of refreshments.
  o Arrangements for accommodations for visiting committee members, which should be as close to the school as possible, and provisions for feeding the committee throughout the day as well as at meal times. Because the major expense of the process comes in providing for the committee, the head of school and visiting committee chair should arrive at common-sense solutions that will serve the committee while avoiding a strain on the school’s budget. If the budget is not a constraint, provisions should not be inappropriately lavish or elaborate. Gifts for visiting committee members should be modest—perhaps a school tote bag or shirt.

2 months prior to the on-site visit
• Contact visiting committee members to determine whether the school needs to provide any computers for the visiting committee’s use.
• If committee members are using their own computers, determine what is required to access the school’s network. Computers provided by the school must have Internet access.
• Provide written directives for accessing the school’s network for both PC and Mac, including passwords.
• Determine if the chair wants projection capability in the committee workroom.
• Arrange for support from the school’s technology department throughout the visit, especially at the start, but also including beyond regular school hours, to be certain that printers, computers and other peripheral devices are functioning properly.
• Ensure that the Verification Statement is signed by the head of school and board chair.
• Complete the large chart containing staff information; a digital copy of the chart is available from NYSAIS. A sample wall chart is provided in the appendix.
• Request that staff stay an extra 30 or 45 minutes past dismissal on Monday and Tuesday afternoons of the on-site visit to facilitate contact with visiting committee members.
• Designate a staff member willing to track the community members who have and have not had contact with the committee and to alert the chair no later than Tuesday afternoon at 2:00 p.m.
• Arrange for nametags for the entire staff as well as for the visiting committee.
• Review Appendices and Checklists as well as the Document Box at the end of each section of this Manual so that all issues are addressed before the on-site visit.
• Arrange for transportation of committee members beginning on Sunday afternoon, during the visit, and continuing until their departure. Non-contiguous buildings or more than one campus will require the school to do extensive preliminary planning.
• Upload supplementary materials to the unique, password-protected website provided by NYSAIS.

Finalizing the Self-Study Report

The final document may be no longer than 125 pages and must include:
• a table of contents that includes pagination of all subsections.
• the school’s narrative to the guiding questions asked and the topics outlined in the seven sections of the Manual.
• the conclusion (outline of the process and synthesis of its outcome).
• the DASL Accreditation Data Reports.
• the school’s self-ratings on the NYSAIS Criteria for Accreditation Rating Sheet for each of the seven sections (please use whole numbers) as well as the Verification Statement from the head of school and board chair.

Report parameters are:
• 12-point Times New Roman or Arial font on 8½-by-11-inch paper.
• Right margins that are not justified.
• Margins that are at least 1 inch.
• Pagination as one unit, not by sections.

Report distribution:
• Survey committee members to ascertain preference for a hard copy or digital version of the self-study.
• Convert into PDF format for electronic transmission to NYSAIS and visiting committee members who require one.
• Assemble into lightweight, loose-leaf binders for those visiting committee members who require one.
No later than six weeks before the on-site visit

a) **Send to all members of the visiting committee:**
   - A letter of welcome that incorporates information about travel and lodging, the school’s dress code, and a contact person for committee members who may have any questions. Include an inquiry about dietary restrictions. Before sending materials, ask if the head of school would like to include a personal overview greeting.
   - The self-study report, including the rated Criteria for Accreditation and the DASL Accreditation Data Reports.

b) **Send to the chair of the visiting committee:**
   - The above materials as well as ALL items listed as “to be provided in advance” in the Document Box at the end of each section.

c) **Send to the finance officer assigned to the visiting committee:**
   - The above materials as well as ALL items listed as “to be provided in advance” in the Document Box at the end of Section Four.

d) **Send to your NYSAIS Associate Director at either** george@nysais.org **or Judith@nysais.org.**
   - A digital copy of the self-study report.

2 weeks prior to the arrival of the visiting committee

- Confirm with the visiting committee chair the schedule of pre-arranged meetings between the visiting committee (or parts of the visiting committee) and trustees, parents, administrators, and various groups of staff/faculty members etc.
- Make final arrangements for computers, printers, accommodations for projection, and tech support.
- Ensure all materials listed in the Document Box at the end of each section are ready for the visiting committee and have an indexed format. Some materials may be in print form; many may be digital. A comprehensive list of required supplementary materials is also available at this link.
- Ensure that all digital supplementary materials are uploaded to the password-protected website provided by NYSAIS.
- Arrange for an extra chair in the back of classrooms to accommodate a visitor.
- Finalize plans for transporting, feeding, and housing the visiting committee.
- Ensure that the staff wall chart for the visiting committee’s workroom has been completed.

During the Visit

The following is a **suggested** work schedule. It does not include all subcommittee meetings and may be varied to suit the school’s schedule and the preferences of the visiting committee chair.
## Sample Committee Work Schedule

### Committee and Subcommittee Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 p.m.</td>
<td>Visiting committee sessions begin</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Orientation meeting with head of school</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Tour of school</td>
</tr>
<tr>
<td>3:45 p.m.</td>
<td>Pre-arranged meetings with trustees, finance committee members, and parents (if they are needed on this day for reasons of availability)</td>
</tr>
<tr>
<td>5:45 p.m.</td>
<td>Reception for visiting committee to include members of the school community, trustees, administration, self-study leaders, teachers, parents and (if appropriate) students</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Visiting committee session</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Visiting committee convenes</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Interviews and class visits begin</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Governance subcommittee meets with governing body representatives</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Admissions subcommittee meets with appropriate staff</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Financial assistance subcommittee meets with appropriate staff</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Communications/Advancement subcommittee meets with appropriate staff</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>Lunch with student leaders selected by the school</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Student activities subcommittee meets with school-selected representatives</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Parents, faculty, and non-teaching subcommittees meet with appropriate representatives</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Subcommittee work session and snack</td>
</tr>
<tr>
<td>TBD</td>
<td>Dinner and committee session as per chair’s preference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Visiting committee convenes</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Class visits and interviews continue to be completed today. If boarding school, subcommittee meets with appropriate staff</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Follow-up meeting with financial management subcommittee</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Financial assistance subcommittee meets with appropriate staff</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>Lunch with students selected by the visiting committee</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Student Services subcommittee meets with student representatives</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Follow-up meeting with administration subcommittee</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Subcommittee and committee work session and snack</td>
</tr>
<tr>
<td>TBD</td>
<td>Dinner and committee session as per chair’s preference</td>
</tr>
<tr>
<td>TBD</td>
<td>Second Fire Drill (if needed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Visiting committee convenes</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Visiting committee completes report</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Oral report by chair to school faculty</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Adjournment</td>
</tr>
</tbody>
</table>
Notes about the visit

Sunday

- Welcome the visiting committee members as they arrive and direct them to the designated workroom. For those who have traveled a distance, a light meal might be appreciated.
- Provide a tour of the school. Many schools use students as tour guides.
- Arrange for the head of school to meet with the visiting committee. The committee will appreciate insight into situations and conditions that may require focus. The head should not preempt so much of the available time, however, that the committee members have no opportunity to question the head on matters that need clarification.
- Host a community reception to conclude no later than 7:00 p.m.

Succeeding days of the visit

- Understand that the committee workroom is off-limits to all but the visiting committee.
- Ensure that the school carries on as normally as possible, rather than put on any kind of performance. It is appropriate to reschedule into the time of the committee’s visit any important regular feature of the school’s program that the committee might otherwise miss (for example, a normal Friday grade-level assembly).
- Inform the chair of the visiting committee without delay if the head of school becomes aware of any unprofessional action on the part of a committee member.
- Plan for the head and steering committee to be available to the visiting committee for questions; otherwise, let the visiting committee function unhindered.
- Understand that the oral report to the school community by the chair on Wednesday afternoon will be brief and general in nature.
- Arrange for reimbursement of the out-of-pocket expenses of committee members.
- On Wednesday morning, the chair will collect travel expense vouchers from the committee members. Direct any questions or concerns about the amounts claimed to NYSAIS.

Following the Visit

- Following the on-site visit, NYSAIS will send a draft copy of the visiting committee’s report to the head of the school and request a check of factual accuracy and appropriateness of recommendations. The head of the school is obliged to keep the contents of the report confidential.
- The NYSAIS Commission on Accreditation and Board of Trustees meet in January to determine the accreditation of schools hosting fall on-site visits, and in May for schools with winter and spring visits.
- Notice of the decision about accreditation will come from the NYSAIS Executive Director after the trustees have acted on the recommendation of the NYSAIS Commission on Accreditation.
- The visiting committee’s final report will be sent to the school at this time.
- NYSAIS policy prohibits quoting any part of the visiting committee’s report or the NYSAIS covering letter in any school publication or press release intended for the public.
- Once accreditation has been granted, mention of NYSAIS should be limited to the statement, “Accredited by the New York State Association of Independent Schools.” Material from the visiting committee’s report and NYSAIS’ covering letter may be used in school and alumni/ae publications whose circulation is limited to members of the school community.
- The head of school and steering committee chair are asked to record comments about the evaluation process and the work of the visiting committee and send them to NYSAIS. These comments help NYSAIS improve the various aspects of the process. All comments are confidential, and candor is appreciated.
SECTION ONE
Mission and Culture

The mission statement is the school’s foundation that expresses its unique philosophy, history, and culture. The statement should be clear, dynamic, reviewed at minimum every five years, and used as a standard of measurement for all aspects of the school. The program, board policies, and all levels of decision-making should be in harmony with the statement.

The culture of the school reflects its identity, especially the beliefs, values, and norms that shape individual and collective decisions about behavior and aspirations for the future. The culture developed in each NYSAIS school shapes the hopes and behavior of all members of the school community. It also reflects how a school addresses issues of equity, justice, respect, and inclusion.

NYSAIS Criteria for Accreditation

Baseline Criteria
These criteria are rated by both the school and the visiting committee with a “yes” or a “no.”

B-1.1 The mission statement has been reviewed within the past five years.

Strategic Criteria
These criteria are rated by both the school and the visiting committee on a scale of one to six.

S-1.1 The mission statement is clearly articulated and understood by all constituencies of the school community.

S-1.2 The mission statement is reflected in the school's culture and informs all decisions and programs.

S-1.3 The actions of the trustees, employees, students, and families embody the school's mission.

S-1.4 In keeping with its mission, culture, and resources, the school's community supports and advocates for an equitable, just, respectful, and inclusive environment.

Questions and Information to Guide the Self-Study

Your school’s response should include a full consideration of the questions and prompts. Provide an analytical narrative for each area listed in bold.

1. Provide a brief history of the school. This should be complete enough to help all readers of the self-study understand when and for what purposes the school was founded and any major changes (e.g. evolution of mission or culture, patterns of enrollment, significant governance, or administrative changes, etc.) that have occurred since the most recent accreditation.
2. Include the mission of the school and any other statements of purpose, core values, philosophy, and diversity used to support the mission statement.
MISSION
1. How does the school’s mission shape policies that inform its academic, athletic, extracurricular and co-curricular programs, and culture? Attend to the language of the mission in your response. Cite examples of these policies.
2. Describe the most recent formal review of the school’s mission statement and explain why it was or was not modified.
3. Provide two or three examples of how the school’s mission has informed major decisions since the last self-study.
4. Provide examples that illustrate how each of the school’s major constituents (students, teachers, administrators, parents, trustees, etc.) embody and support the school’s mission.
5. Are there aspects of the mission that could be more fully realized? Explain.

CULTURE
1. How does the school’s culture reflect and support the school’s mission?
2. Reflect on a time in the past five years when the school’s climate became significantly challenging. Discuss the process used to understand and address the problems that arose.
3. Select ten pictures or five 30-second videos that richly convey the mission and culture of the school and submit them with an explanation of how these samples were created and why they were chosen and upload them to the site created for your school’s accreditation.

EQUITY AND JUSTICE
1. Consistent with the school’s mission, how does the school promote social justice?
2. Does your school have a separate diversity mission statement? If so, when and why was it created and how often is it reviewed? Assess the statement’s purpose and effectiveness. Cite evidence.
3. How does the school collect and use data to inform decisions regarding diversity, equity, and justice within the community? Cite DASL or other data your school has collected.
4. Explain a change(s) the school has made in recent years to promote and support an equitable, just, diverse and inclusive community.

STRENGTHS, OPPORTUNITIES FOR GROWTH, AND CHANGES UNDER CONSIDERATION
1. What are the major strengths and opportunities for growth in the areas under review in the Mission and Culture section and what areas of change are the school considering and how will they be undertaken?

List the names, titles, or positions, of everyone involved in the development and writing of this section of the self-study.

Documents to be included WITHIN the self-study report or uploaded with the Supplementary Materials
- Ten pictures or five 30-second videos that richly convey the mission and culture of the school.

Documents to be provided ON SITE, preferably in DIGITAL format
- Copies of school brochures and any documents or links where the school’s mission and purposes and objectives are formally published whether in full or in part.
SECTION TWO
Teaching and Learning

Teaching and Learning reflects the practices that derive from beliefs that are consistent with the mission and culture of the school. Demonstrated in this section are the appropriate intellectual, social, physical, aesthetic, emotional, and ethical development of students in all aspects of school and student life.

The educational program consists of a well-planned and implemented curriculum based on research, best practices, subject knowledge, and assessment. To support teaching and learning, policies and procedures have been established and sufficient instructional materials and facilities are provided. Additionally, professional support for professional learning and professional evaluation contribute to creating a positive educational program.

NYSAIS Criteria for Accreditation

Baseline Criteria
These criteria are rated by both the school and the visiting committee with a “yes” or a “no.”

B-2.1 The school provides a program of instruction that is substantially equivalent to that which is afforded in the local public schools.

B-2.2 Courses are offered in mandated subjects.

B-2.3 The school day and year are substantially equivalent to those in public schools.

B-2.4 If the school has a secondary program, the school is registered by the New York State Education Department.

Strategic Criteria
These criteria are rated by both the school and the visiting committee on a scale of one to six.

S-2.1 The formal educational program is consistent with the mission and culture of the school.

S-2.2 The issues of equity, justice, and anti-bias are integrated into the educational program.

S-2.3 The school demonstrates that its educational programs and practices are informed and evaluated by relevant research regarding how students learn.

S-2.4 The educational programs, including online and blended learning, are regularly evaluated by the school and the results of the evaluation contribute to the analysis and modification of the school’s educational program.
S-2.5 The performance of individual students is regularly assessed by developmentally appropriate measures and effectively communicated to students, faculty, families, and administrators.

S-2.6 Consistent with the mission of the school, the administration creates a culture of continued, sustained professional growth, offering in-service as well as outside professional development opportunities to all administrators, faculty, and non-teaching personnel members, for which there is adequate funding.

S-2.7 The administration has developed, communicated and implemented a program for the systematic evaluation of the faculty.

S-2.8 The school has a program that respects and supports the intellectual, social, physical, aesthetic, and emotional needs of every student.

S-2.9 Consistent with the school's pedagogical practices, digital technology is used to support the program and its use is evaluated on a regular basis.

S-2.10 The school collects information from its alumni/ae to assess its educational program.

S-2.11 Extracurricular and co-curricular activities are aligned with the mission and resources of the school.

S-2.12 If applicable, the school has a carefully planned and supervised program of auxiliary or off-campus activities that is harmonious with the school's mission.

**Questions and Information to Guide the Self-Study**

The Teaching and Learning section has been designed to provide a holistic approach to the educational program. As a result, the self-study process for the Teaching and Learning section is no longer organized by divisions or departments. This section of the self-study should be comprehensive, however, with an assessment that will clarify priorities in addressing areas that lead to curricular and co-curricular initiatives that guide change or improvement. While the approach of this section is designed to avoid a description of every subject area in every division, the expectation is that the narrative will include examples taken from areas throughout the curriculum, including library and technology. Importantly, the process will also provide evidence of how the criteria have been met. Additionally, reflect on how the school's mission influences the school's philosophical and pedagogical principles and how these have been realized or are yet to be accomplished in the educational program at this moment in time.

A comprehensive list of offerings and curriculum summaries, which include such documents as curriculum guides and curriculum maps, will be provided to the visiting committee as Supplementary Materials. There will be no need to describe in this section that which is found in these documents. The focus should be on analysis.

The following list of requests for analysis and questions provides guidance for the narrative. These are intended to promote self-reflection and candid evaluation. Write an analytical narrative, which includes a full consideration of all questions and prompts and provides specific evidence of demonstrated practice.
The Teaching and Learning section can be approached as indicated by the labels that proceed the guiding questions. You may adjust the headings to the needs of your school’s teaching and learning programs. Be sure to review modifications with the Accreditation Director.

PROGRAM OVERVIEW
1. Describe and analyze the organization of the educational program.
   a. Explain how the mission and strategic goals inform the choices made. Provide examples.
   b. Explain how your school identifies and prioritizes the most pressing curricular needs. Analyze the process.
   c. Are there offerings that are considered unique (not offered by peer schools)? If so, how do these offerings reflect the mission and philosophy of the school?

2. Describe and analyze the ways in which the curriculum and instructional practices are in harmony with the school’s mission.
   a. Provide three or four examples from across the scope and breadth of the program, which demonstrate how decisions regarding teaching and learning were informed by the school’s mission, philosophy and culture. Include such topics as the organization of academic program, grade groupings, etc.

3. Describe and analyze the process and procedures through which the administration and faculty design, develop, evaluate, and revise the curriculum and instructional practices.
   a. Provide several examples from across the scope and breadth of the program, that demonstrate the rationale and expected outcomes that shape the school’s curricular design process. How is what is working and what is not working determined?
   b. Explain to what extent current research and trends in education were factors in the design and influenced teaching and learning. Give examples.
   c. Explain how digital technology is employed to support your program.
   d. The New York State Education Department requires that all independent schools offer a program that is “substantially equivalent” to that offered in NYS (New York State) public schools. Here is the link to the NYSED Manual for Non-Public School Administrators for reference. How does the school assess and monitor that this is true?

4. Provide several examples of current and/or future curricular changes. Be comprehensive in your description and analysis. Explain the process and the goals that lead to identifying the strategic initiatives in the program for teaching and learning. Include the process from identification, prioritization, planning, funding, actualization, and the mechanism in place for assessing outcomes.

EQUITY AND JUSTICE
1. Describe and analyze the ways in which the curriculum, instructional practices, and activities outside of the classroom address the issues of equity, justice, civic responsibility, global sustainability, and anti-bias.
   a. How are diverse backgrounds and perspectives represented in the educational program?
   b. Provide several examples, which can be drawn from inside or outside of the classroom, where issues of equity, justice, civic responsibility, and anti-bias were addressed.
   c. How are issues regarding environmental and global sustainability addressed?
ASSESSMENT OF LEARNING
1. Describe and analyze how the school determines what knowledge and skills are essential.
   a. Describe the process by which essential knowledge and skills are determined and how adjustments are made. Provide several examples. In the description, include how the preparation of students is informed by the vision your school sees for the future challenges in which students will live and work.
   b. Explain what assessment methods are employed, and how they were chosen, to monitor and evaluate the progress of student learning and skill acquisition. What is the review process to determine the effectiveness of assessment methods? Note similarities and differences across the scope of the program by age and subject area.
   c. What procedures are in place to assess the success of the school’s graduates?

PROFESSIONAL LEARNING
1. Describe and assess the professional development program for teachers, including professional learning opportunities.
   a. How is professional learning supported and how are opportunities communicated?
   b. What provisions exist for orientation and mentoring of teachers? How are the school’s mission and culture conveyed? Are special considerations given to those who are new at teaching?
   c. Assess the effectiveness of the employee professional learning program in promoting growth for the individual teacher. Provide several examples.
   d. Assess the effectiveness of the professional learning program in promoting growth for the school and students in the classroom.
   e. Are there areas that need to be addressed through professional learning? If so, please explain

ASSESSMENT OF TEACHING
1. Describe and assess the methods of performance evaluation for teaching personnel.
   a. Does professional learning play a role in the evaluation process?
   b. Assess the effectiveness of the employee professional learning program in promoting growth for the individual teacher.
   c. Assess the effectiveness of the employee performance evaluation in promoting growth for the school and students in the classroom.

2. Present and analyze the extracurricular or co-curricular programs, including athletics, in terms of the school’s mission and resources. How do they support the mission of the school? (Co-curricular as distinct from extra-curricular programs are seen as integral to the educational program and often required).
   a. How are extracurricular or co-curricular activities organized, supervised/staffed, funded, and assessed for alignment with the mission of the school and for effectiveness? Include how the school assesses the balance of academics, extracurricular or co-curricular activities, and the student’s life outside of school.

STRENGTHS, OPPORTUNITIES FOR GROWTH, AND CHANGES UNDER CONSIDERATION
1. What are the major strengths and opportunities for growth in the areas under review in the Teaching and Learning section? What areas of change are the school considering and how will they be undertaken?
List the names and titles or positions of everyone involved in the development and writing of this overview report.

Documents to be provided WITHIN the self-study report
- DASL Accreditation Report #4: “Class Size and Teaching Load.”

Documents to be provided ON SITE, either online or hard copy
- School calendar, class schedules, and other materials that illustrate how the school’s educational vision is put into practice.
- Curriculum descriptions and/or individual course outlines.
- List of extracurricular or co-curricular offerings.
- Papers, presentations, documents, and posts or articles that have been written by school personnel that relate to the overall philosophy of the school.
- A sample professional development plan for an administrator, teacher, or staff member.
The school’s governance is led by a deliberative group with clearly defined roles and responsibilities that are key to the sustainability of the school. The governing body attends to new policy and changes in existing policy, all within the spirit of the mission of the school, and consistently exercises its fiduciary responsibility while delegating the operational and educational functions of the school to the head of school.

NYSAIS Criteria for Accreditation

Baseline Criteria

These criteria are rated by both the school and the visiting committee with a “yes” or a “no.”

B-3.1 The governing body ensures administrative follow up as a result of an outside, annual professional audit and the corresponding management letter.

B-3.2 The governing body reviews and maintains appropriate by-laws that conform to legal requirements while assuring that the school and governing body operate in compliance with applicable local, state, and federal laws and regulations, including civil rights and anti-discrimination requirements.

B-3.3 The governing body creates a conflict of interest policy that is reviewed annually with, and signed by, individual trustees.

B-3.4 The governing body keeps full and accurate records of its meetings, committees, and policies.

B-3.5 The governing body ensures the confidentiality of all conversations.

B-3.6 The governing body has approved a written policy for preventing and responding to sexual misconduct and abuse.

Strategic Criteria

These criteria are rated by both the school and the visiting committee on a scale of one to six.

S-3.1 The roles and responsibilities of the governing body are clearly defined, transparent, and communicated to all constituents.

S-3.2 The decisions of the governing body are effectively communicated to the appropriate constituents.

S-3.3 The members of the governing body recognize and fulfill their responsibility as stewards of the mission.
S-3.4 The governing body undertakes effective strategic planning for the school.

S-3.5 The governing body provides stability in transitions of leadership for itself and its head of school.

S-3.6 The governing body ensures that the head of school receives appropriate support, evaluation, and compensation.

S-3.7 The governing body ensures that financial resources are provided for the school.

S-3.8 The governing body has appropriate policies to support the creation, review, and approval of an annual operating and capital budget as well as a multi-year financial plan.

S-3.9 The governing body understands its central role in institutional advancement and actively supports these efforts.

S-3.10 The governing body is responsible for establishing broad school policies and appropriately delegates responsibility for the operations of the school to the head of school.

S-3.11 Members of the governing body focus on the strategic interests and needs of the school in fulfilling their responsibilities.

S-3.12 The governing body participates in an effective program of board development that includes annual new trustee orientation, ongoing trustee education, evaluation and self-evaluation, and board leadership succession planning.

S-3.13 The governing body establishes policies that reflect diversity and cultural competency and ensures that these qualities are reflected in decision-making and governing body membership.

S-3.14 The governing body ensures that the school has in place adequate provisions for risk assessment and management, including the transfer of risk through appropriate insurance coverage.

Questions and Information to Guide the Self-Study

Your school’s response should include full consideration of the questions and prompts. Provide an analytical narrative.

1. Describe and assess the organizational structure of the governing body, the members’ roles and responsibilities (including any other affiliations or organizations that have oversight of the school, such as a church or university).
   a. Assess the effectiveness of the governing body’s organization and committee or task force structure. How well does this structure meet your school’s needs? Is there a need for a modification of practice?
   b. When the governing body is responsible for organizations other than the school, include an organizational chart that illustrates the supervisory relationships. Describe how school needs are prioritized.
2. How does the governing body communicate its role and responsibilities, work, and strategic initiatives to the various constituencies of the school? Include the role of digital technology in this assessment and determine the effectiveness of all forms of communication.

3. Describe and assess the effectiveness of orientation for new members of the governing body in promoting the mission of the school and in defining roles and responsibilities.
   a. How well does your program of board orientation and training meet the needs of board members as well as the needs of the board?
   b. Assess the effectiveness of the board’s overall development program including annual review, self-evaluation, ongoing trustee education, evaluation and self-evaluation.
   c. Are any changes planned or necessary?

4. How does the board develop strategic initiatives or undertake strategic planning?
   a. In planning for the school’s future, how does the board use comparison and benchmarking data to make decisions? Provide an example of a recent decision that was informed by an analytical data review.
   b. Provide a recent example of how a strategic initiative was identified, prioritized, and implemented. Assess the process.

5. Describe the process used for leadership succession within the board and for the head of school.
   a. How is board leadership cultivated, recruited and supported?
   b. Describe either the process used to recruit the head of school, a plan for leadership succession, or how such a plan would be developed.
   c. What is in place to ensure a diverse pool of candidates for both the board of trustees and the school’s leadership?

6. How does the governing body support the head of school including the relationship between the head of school and the board chair? Analyze the effectiveness of this support.
   a. Describe and assess the process and effectiveness of the evaluation of the head of school.
   b. How is compensation determined for the head of school?
   c. Describe assess the process for contract/letter of agreement renewal for the head of school.

7. Describe and assess the processes in place by which the financial resources of the school are determined.
   a. What information and data are used to inform financial decision-making?
   b. Does the board create and use dashboards to inform decision-making? Why or why not? Are these effective?

8. How are board members are introduced to their role and responsibilities regarding institutional advancement and fundraising? Give an example of how priorities and fundraising goals are developed and assess the board’s effectiveness in achieving the desired outcome.

9. Assess the clarity with which the board understands the role of governance distinct from that of the school’s administrative responsibilities.
   a. Provide examples when the board and administration have acted in ways that demonstrate the distinction between governance and administrative responsibilities.
10. Provide an example of decision-making that considered gender, diversity, and/or cultural competency.

11. Assess the program for risk management in effect for the physical assets of the school, liability of all kinds, and any other insurance purchased or provided by the school.

12. How might the board of trustees and administration proceed following a report of sexual misconduct against a past or current employee?

13. How does the board review its own performance?
   a. How are trustees advised of concerns regarding their performance?
   b. What is the process of internal control and advisement?
   a. How are problems or issues with specific trustees addressed by the board, whether through committee work, through the chair or via their own governance subcommittee?

STRENGTHS, OPPORTUNITIES FOR GROWTH, AND CHANGES UNDER CONSIDERATION

1. What are the major strengths and opportunities for growth in the areas under review in the Governance section, what areas of change is the school considering and how will they be undertaken?

List the names and titles or positions of everyone involved in the development and writing of this section of the self-study.

Documents to be provided TO THE CHAIR with the self-study report six weeks ahead of the visit

- A copy of the current by-laws of the governing body.
- A copy of the governing body’s most recent self-assessment (a sample assessment tool is available from NYSAIS). (NOTE: The individual evaluations by each member of the governing body should be available upon request).
- Copies of current strategic or long-range planning documents.

Documents to be provided ON SITE, preferably in DIGITAL format

NOTE: When appropriate, all documents will be kept confidential and treated on a need-to-know basis.

- A list of all members of the governing body including terms of service, length of time each member has served on the governing body, leadership roles (e.g. chair, treasurer, etc.) and remaining time of service for each member of the governing body.
- Copy of the original Charter of Articles of Incorporation and as amended.
- Policies regarding the evaluation, renewal, compensation, and support of the head of school.
- A list of all governing body committees including the purpose of the committees, the membership on the committees, and length of service of each member on the committees.
- A copy of the most recent conflict of interest statements for each member of the governing body.
- All financial oversight policies such as investment, audit, budget-to-actuals, etc.
- Board agendas and board minutes for the past two years.
- Copy of the board-approved policy for preventing and responding to sexual misconduct and abuse.
SECTION FOUR
Financial Sustainability

Effective financial management and planning are essential to sustain the school and its mission. The school’s finance, advancement, admissions, and financial assistance practices and policies, should be prudent and in harmony with the established mission of the school.

The policies, processes and procedures by which students are attracted to the school, then selected, admitted, and supported, must also be in keeping with the mission of the school and regularly assessed for evenness of application, integrity, and effectiveness.

NYSAIS Criteria for Accreditation

Baseline Criteria
These criteria are rated by both the school and the visiting committee with a “yes” or a “no.”

B-4.1 The administration carries out appropriate follow-up to the annual audit of all financial records and the management letter.

B-4.2 The administration has procedures and personnel in place and accounts for all assets and liabilities in accordance with Generally Accepted Accounting Principles (GAAP).

B-4.3 The administration has a clearly articulated policy and a discernible procedure to follow school-wide, non-discriminatory practices.

B-4.4 The administration determines eligibility for admission based on the merits of the application and then determines how to allocate financial aid resources to fulfill the mission of the school and meet student needs.

Strategic Criteria
These criteria are rated by both the school and the visiting committee on a scale of one to six.

S-4.1 The board of trustees, head of school, and finance officer work collaboratively and strategically to ensure the development and implementation of appropriate policies, practices, and processes for the sustainable, long-term management of the school.

S-4.2 The administration 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.

S-4.3 The administration implements sound financial and management practices and procedures, including the development of an annual operating and capital budget, multi-year budget projections, and the execution of an annual audit.
S-4.4 Salaries and benefits for administrators, faculty, and non-teaching personnel are understood and reflect independent and/or local school standards as well as meet all legal requirements.

S-4.5 The administration has a clear picture of its long- and short-term institutional development needs as well as the organizational structure, resources, and staffing to carry out its efforts.

S-4.6 Consistent with the stated mission of the school, the admission process operates under a clear set of practices for gathering, disseminating, and maintaining prospective student information, and respects the confidentiality of students, families, and documents.

S-4.7 Admissions procedures are in place to ensure that the current and anticipated composition of the student body is harmonious with, and advances, the mission of the school.

S-4.8 Prior to making an enrollment offer, the administration follows a clear and transparent admission and financial aid process that communicates information, dates, timeframes, as well as all financial obligations for attending the school.

S-4.9 The relationship between student enrollment and total staffing is at an appropriate level for the financial sustainability of the school.

**Questions and Information to Guide the Self-Study**

Your school's response should include full consideration of the questions and prompts. Provide an analytical narrative for each area listed in bold.

**FINANCE**

1. Describe and assess the effectiveness of the organization, staffing, and resources used by the school's finance office.

2. Describe and assess the effectiveness of the following procedures:
   a. billing and collection of tuition and fees including provisions for delinquent tuition accounts
   b. development, review, and approval of annual budgets and multi-year financial plans
   c. financial reporting to the various constituencies of the school
   d. procurement of goods and services
   e. interaction with the school's auditing firm
   f. preparation of Internal Revenue Services (IRS) Form 990 and the approval by the board of trustees
   g. implementation of changes as a result of the annual audit and the management letter
   h. reconciliation of internal management financial reports to GAAP-audited financial statements.

3. What policies and procedures are in place to ensure that the school's resources are used in a prudent manner, consistent with the school's mission?

4. How does the school assess that there is an appropriate balance between student enrollment and total staffing to meet the school’s mission while maintaining long-term financial sustainability?

5. How does the school engage in long-term financial forecasting and planning? If a plan is in place, assess its efficacy.
   a. How does the long term financial plan support the accomplishment of the mission of the school?
b. Are its implications understood and accepted among the various constituencies of the school?
c. Are its objectives, including those defined by strategic initiatives, incorporated in annual budgets?
d. How does the long-term financial plan demonstrate and ensure the financial viability of the school over the next three to five years?

6. How does the administration use data to inform overall financial decision-making? Are these systems and procedures adequate to the needs of the school? Are there additional or different forms of data that would better assist the administration with financial decision-making?

7. How are the salaries and benefits of administrators, faculty members, and non-teaching personnel determined and assessed?

8. What procedures are in place to assess that there is an appropriate balance among tuition and fees, foundation grants, corporate and matching gifts, fundraising activities, entrepreneurial activities, and donated services? What are the vulnerabilities (if any) with this balance?

9. If the school is managing debt, describe the school’s current indebtedness, its funding sources, the plan for managing it, the percentage of the operating budget allocated to servicing the debt, and measures being taken to retire the debt.

10. How do the administration and board assess the suitability and sustainability of the physical plant as a vehicle through which the program is delivered? What plans are in place to modify, modernize, update, or add to the physical plant? How will any changes and improvements to the physical plant be funded?

11. What specific changes, if any, has the administration implemented following an analysis of the annual audit and management letter?

DEVELOPMENT / INSTITUTIONAL ADVANCEMENT

1. Describe and assess the effectiveness of the organization, staffing and resources used by the school’s fundraising program and how these interface with other advancement initiatives, such as public relations, publications, alumni/ae and parents.

2. Assess the effectiveness of the relationship, including communication processes, between the administrators responsible for development / institutional advancement and the governing body in meeting the school’s overall fundraising goals.

3. What is the relationship between development planning and the school’s long-range financial plan?

4. How does the administration use data to inform decisions and planning regarding fundraising? Are these systems and procedures adequate to the needs of the school? Are there additional or different forms of data that would better assist the administration with fundraising?

5. Have the school’s institutional advancement efforts changed over the past five years? If so, how? Please use data to analyze these trends.

ADMISSIONS

1. Describe and assess the effectiveness of the organization, staffing and resources used by the school’s admissions program.

2. Describe and assess the effectiveness of the following admissions procedures:
   a. identifying, contacting, and cultivating prospective students
   b. maintaining a current understanding of programs and expectations
   c. managing pressure from influences outside the admissions office, such as “a friend” of a trustee, a sending school, etc.
   d. integration of new students into the program, including grade placement, sectioning, recommendation for summer study, rooming assignments, etc.
e. disposal of the admissions folders of applicants who do not matriculate at the school.

3. What are the school’s policies and/or practices regarding socioeconomic mix; diversity of ethnic groups and creeds; range of academic ability and promise; and, when applicable, the inclusion of international students? And how are the school’s broad purposes and mission served by these? Include a discussion of any legacy policy.

4. How does the school use data to assess admissions trends as well as the overall success and retention of new students over time? What changes have been made in admissions procedures based on such reviews? Are these systems and procedures adequate to the needs of the school? Are there additional or different forms of data that would better assist the administration with admissions?

5. Have the school’s admissions efforts changed over the past five years? If so, how? Please use data to analyze these trends.

FINANCIAL ASSISTANCE

1. Describe and assess the school’s financial assistance resources, procedures, and policies for both initial and continuing grants. How does the school determine financial awards? In what ways does the application of the school’s financial assistance resources reflect the school’s mission?

2. If the school extends financial awards, including endowed scholarships, that call for other qualifications (e.g. academic or other merit, or membership of a specific ethnic or religious group) in addition to need, or without reference to need, how do these support the mission of the school?

3. How is the program of financial assistance communicated to current and prospective families?

4. How does the administration use data to inform decisions and planning regarding financial assistance? Are these systems and procedures adequate to the needs of the school? Are there additional or different forms of data that would better assist the administration with financial assistance?

5. Has the school’s financial assistance changed over the past five years? If so, how? Please use data to analyze these trends.

STRENGTHS, OPPORTUNITIES FOR GROWTH, AND CHANGES UNDER CONSIDERATION

1. What are the major strengths and opportunities for growth in the areas under review in the Financial Sustainability section and what changes is the school considering?

List the names, titles or positions, of everyone involved in the development and writing of this section of the self-study.
Documents to be provided WITHIN the self-study report:

- DASL Accreditation Report #1: “Student Enrollment—Overview.”
- DASL Accreditation Report #2: “Student Enrollment—By Grade.”
- DASL Accreditation Report #3: “Student Enrollment—Admission and Attrition.”

Documents to be provided IN ADVANCE to the visiting committee Chair and the designated committee member reviewing finances ONLY:

- The school’s last two audited financial statements and management letters prepared by an independent certified public accountant. Include the management response to the auditor’s management letter.
- The current operating budget as well as a copy of the long-range financial plan or budget projections.
- The most recent year-to-date operating statement, showing budgeted income and expense compared to actual figures.
- The operating statement for the most recently completed year, showing budgeted income and expense compared to actual figures.
- Information about the process used for benchmarking highly compensated employees.
- Sample copies of all most recent financial reports that the governing body regularly reviews.
- DASL Accreditation Report #10: “Personnel—Faculty Salaries.”

Documents to be provided ON SITE, preferably in digital form:

- IRS Form 990 and supporting schedules for the past two years.
- Admissions and recruiting materials.
- Sample of current Enrollment Contract.
The school’s faculty, administrators, and non-teaching personnel are key to carrying out the program and, ultimately, the mission of the school. Effective hiring, as well as adequate compensation and working conditions are important factors in creating a positive educational community.

Effective administrative management is essential to sustain the school and its mission. The plant operations, record keeping, and attention to all levels of safety should be prudent and in harmony with the established mission of the school.

NYSAIS Criteria for Accreditation

Baseline Criteria

These criteria are rated by both the school and the visiting committee with a “yes” or a “no.”

B-5.1 The administration and staff have developed materials, routines, training sessions, and procedures for both on- and off-campus activities that foster a safe environment for all members of the school community.

B-5.2 To support the needs of the children and goals of the program, the administration and staff provide appropriate equipment and instructional play and work spaces.

B-5.3 The school has safety and attendance procedures in place for students and adults in the event of fire or other emergencies.

B-5.4 A plan is in place for the long-term protection and renewal of physical plant and facilities.

B-5.5 The school maintains accurate, complete, and secure records that are protected against damage and catastrophic loss.

B-5.6 Appropriate attendance records are kept and are on file.

B-5.7 The administration fingerprints all new employees.

Strategic Criteria

These criteria are rated by both the school and the visiting committee on a scale of one to six.

S-5.1 The administration provides leadership in, and appropriate evaluation of, the implementation of the mission, standards, and policies of the school.

S-5.2 There are an appropriate number of administrators, faculty, and non-teaching personnel to carry out the program of the school.
Questions and Information to Guide the Self-Study

Your school's response should include a full consideration of the questions and prompts. Provide an analytical narrative and specific evidence of demonstrated practice.

1. Describe and assess the recruitment and hiring of teaching and non-teaching personnel to fulfill the school's mission, meet the needs of the program and students, and ensure fairness.
   a. How is staffing determined, in all positions, so that the program may be effectively carried out? How often are job descriptions reviewed?
   b. What measures are in place to ensure a high quality and diverse pool of teaching and non-teaching personnel? What instrument is used to make that determination? How are teachers and non-teaching personnel recruited? Who is responsible for each area of hiring? Assess the effectiveness of this process.
   c. What steps does the school take to establish a clear and accurate background profile for each newly hired employee?
   d. Reflect on the gender and ethnicity of the staff in relationship to the school culture.

2. How are teachers and non-teaching employees assessed with consideration given to employment regarding workload?
   a. How are the conditions of employment, compensation, and benefits outlining a staff member’s employment determined and conveyed to each staff member?
b. Interpret data that pertains to personnel. What implications emerge for your school as they relate to achieving equity in hiring as well as reflecting the school's and community’s population? Use DASL data or another source.

3. Describe and assess the professional development program for non-teaching personnel, including professional learning opportunities.
   a. How is professional learning supported and how are opportunities communicated?
   b. What provisions exist for orientation and mentoring of non-teaching personnel? How is the school’s mission and culture conveyed? Are special considerations given to those new to their specific non-teaching position?
   c. Assess the effectiveness of the employee professional learning program in promoting growth for the non-teaching personnel.
   d. Assess the effectiveness of the professional learning program in promoting growth for the school.

   a. What provisions exist for orientation and mentoring of non-teaching personnel? How are the school’s mission and culture conveyed? Are special considerations given to those new to their specific non-teaching position?
   b. Assess the effectiveness of the employee performance evaluation in promoting growth for the individual and the school.

5. Assess the effectiveness of the facility and equipment, including such spaces devoted to digital technology, library, and athletics, to meet the needs of the program and students.
   a. Describe and assess the process by which the needs for systematic, long-term protection and renewal of the physical assets of the school are determined, prioritized, and funded?
   b. Evaluate the adequacy of plant maintenance. Include custodial care, staffing, and financial resources.
   c. Describe and assess how the school has addressed environmental sustainability with regards to the physical plant.

6. Describe the form in which the school maintains current records for its employees, students, financial operations, development, admissions, and corporate records.
   a. How are these records secured from unauthorized access, theft, and catastrophic loss? Include the security of any digitized records in your analysis.
   b. Describe and assess the school’s policy with respect to keeping past records? In what form are these records maintained?

7. What is the process for systematic safety inspections? Assess the effectiveness of the procedures in place.
   a. Who conducts these inspections and reviews the procedures in place?
   b. What are the written procedures for addressing routine safety issues, such as arrival and dismissal times, fire drills, and community lockdowns? How are these procedures communicated to parents, faculty, and staff?
   a. What is the process for developing, updating, and communicating crisis/emergency plans?
   b. Describe and assess the procedures for ensuring the safety of science laboratories.
   c. Who is responsible for ensuring the school is aware of changes in requirements that may impact the school?
8. What are the internal and external communication needs of the school and how well are these met? How well does the school website support these needs?
   a. What changes have occurred during the past several years regarding the ways that the school communicates to its constituents?
   b. Illustrate ways that the school’s goals, policies and priorities are communicated to the various constituencies, including students, parents, faculty, administrators, non-teaching personnel, alumni/ae, supporters, local community members, and the larger educational community.
   c. How does the school officially communicate its policies and practices with respect to differences in ethnicity, race, religion, gender, sexual orientation, age, socioeconomic level, physical ability, and learning style?

STRENGTHS, OPPORTUNITIES FOR GROWTH, AND CHANGES UNDER CONSIDERATION
1. What are the major strengths and opportunities for growth in the areas under review in the Operations section? What areas of change are the school considering and how will they be undertaken?

List the names, titles or positions, of everyone involved in the development and writing of this section of the self-study.

Documents to be provided WITHIN the self-study report
- DASL Accreditation Report #5: “Personnel—Demographics (Overview).”
- DASL Accreditation Report #6: “Personnel—Demographics (Faculty).”
- DASL Accreditation Report #7: “Personnel—Demographics (Faculty by Experience).”
- DASL Accreditation Report #8: “Personnel—Faculty Hiring and Retention.”

Documents to be provided ON SITE, preferably in digital format
- Faculty, Administrator, and/or non-teaching personnel surveys.
- Sample faculty and staff member employment contract or letter of agreement with the school setting forth the terms of employment.
- Sample faculty, administration, and non-teaching assessment or evaluation tools and related documents.
- Short-term and long-term capital expenditure plan.
- Facilities Master Plan (if applicable).
- Schedule for systematic maintenance of facilities and equipment.
- Report of the latest systematic review of safety issues and practices.
- Emergency preparedness plan(s).
- Documents to show that facilities and personnel meet applicable local and state public safety and health regulations.
- Sample forms used in the hiring process.
- Copy of the fingerprinting and background check policy and procedures.
- Sample forms used to maintain permanent records of current and former employees.
- Certificate(s) of Occupancy (when required by ordinance).
- Log of emergency drills.
- Most recent fire inspection report.
The school’s unique mission is brought to life through the educational program, but also through the experiences of members of its community. Students are at the center of any school, and their academic, social, and emotional growth is the school’s primary work. In addition to the educational program, the school should provide a range of offerings to meet the many developmental needs of the students.

The relationship between the parents and the school is also an important factor in the success of each student and the school in the fulfillment of its mission. At its best, the relationship is mutually supportive and marked by clear, respectful, and honest communication.

Schools also function within a larger community—from the neighborhood to the municipality, to the state, country, and world—in both educational and non-educational capacities. How a school offers useful contributions to that community, and takes advantage of its wealth of offerings, inevitably strengthens the mission and the culture of the school as well as the experiences of its students.

Finally, schools will vary widely in the methods, types, and systems used to communicate with the various constituencies of their communities as well as in marketing and public relations efforts and the larger educational world. Communication generally arises out of the mission of the school, the needs and goals of its community members, and the complexity of its organization (boarding, multiple campuses, and/or divisions, etc.).

NYSAIS Criteria for Accreditation

Baseline Criteria

*These criteria are rated by both the school and the visiting committee with a “yes” or a “no.”*

B-6.1 The school has created, implemented and communicated written policies, procedures and educational programs to protect the physical and emotional safety and wellbeing of all students.

B-6.2 The program for health care, including nutrition, is adequate to meet the needs of the students and accounts for the prevention and care of illness and injury.

B-6.3 Schools enrolling homestay students develop and implement guidelines that provide a student experience that is in keeping with the mission of the school, including the NYSAIS Best Practices for Equity and Justice.
Strategic Criteria

These criteria are rated by both the school and the visiting committee on a scale of one to six.

S-6.1 In harmony with the school's mission and resources, the administration and faculty provide equal access for all students regardless of race, religion, disability, gender identity, national origin, and sexual orientation.

S-6.2 The administration and faculty have developed and implemented a program for orienting and mentoring all members new to the school community.

S-6.3 Consistent with the mission and educational program, the guidance, counseling, and learning services and support programs meet student needs and support the expression of diverse experiences.

S-6.4 The administration provides clear, mission-driven expectations regarding parental participation in the school community.

S-6.5 Participation by the parent body in the school community is mission-appropriate.

S-6.6 The school’s mission informs and guides interactions with the local community to enhance relationships and student experiences.

S-6.7 Administrators, teachers, staff members, students and parents demonstrate a respect for and responsibility towards building and maintaining an equitable and just community.

For schools with boarding or homestay programs.

S-6.8 The administration and staff have developed an intentional boarding and/or homestay program that is a unified part of the total life of the school for both boarding and day students.

S-6.9 The administration and staff provide clear expectations so that students develop respectful, cooperative and, meaningful relationships with those with whom they live and interact.

S-6.10 The administration and staff have provided guidelines for the evening, weekend, and vacation offerings that are consistent with the mission of the school and the needs of the students.

S-6.11 Thoughtful procedures are in place for the appropriate placement and monitoring of students in either dormitory or homestay situations.

Questions and Information to Guide the Self-Study

Your school's response should include a full consideration of the questions and prompts. Provide an analytical narrative for each area listed in bold.

STUDENT BODY

1. Is the composition of the student body consistent with the mission of the school? Describe the student body and the subcultures or populations of the student body. These might be groups defined by gender, race, ethnic background, academic interests and abilities, athletics, or social interests. Include international students, boarding and/or homestay students, students
with special needs, etc. What changes have taken place in the student body composition over
the last ten years?
2. What student groups (clubs, activities, affinity groups, etc.) exist and how well do they function
to meet the needs of the student body?
3. How are students involved in decision-making processes in the school? Use several recent
examples for illustration.
4. What is the process by which conflicts, disputes, and disagreements between individuals and
groups of students resolved? Provide recent examples of situations that were resolved
between students satisfactorily and situations that indicate improvement is needed.

STUDENT SERVICES
1. Does student orientation, academic course selection, monitoring of student academic and
emotional progress, minor and major infractions of rules and behavioral standards, and reporting
to parents meet the needs of students? Assess the processes.
2. Do the advisors and classroom teachers meet the needs of students in their care? In the
response include how they are trained to meet these needs. What mechanisms are in place to
monitor student progress on an ongoing basis?
3. How are the special educational needs of individual students assessed?
   a. Assess the process by which appropriate teaching/learning plans are developed and
      implemented?
   b. What resources outside the school are used both in developing these plans and
      implementing them?
   c. How is the use of outside tutors or counselors monitored?
4. Evaluate the counseling/guidance program with respect to the health, physical and emotional
   safety, and well-being of students.
5. What supports are in place for students with unique needs (e.g. international students, students
   from underserved populations, special needs students, etc.) and how are they communicated
   and reviewed for effectiveness?
6. Describe and assess the placement services offered to students once they finish the program of
   study at the school. This may be for placement in elementary schools, high schools, or colleges.
   How does the placement program reflect and support the school’s mission, student needs, and
   family expectations?
   a. When applicable, describe and assess the college placement process. What changes, if
      any, have been made to this process in recent years?
7. What health and nutritional services does the school provide for its students?
   a. Assess the number, duties and training of the staff providing health services at the school.
      Are these sufficient to meet the needs of the school population?
   b. What processes are in place to ensure that local and state health codes are being
      followed regarding all aspects of student health?
   c. Evaluate programs offered to help students understand issues of sexuality, healthy living,
      and peer relationships.

PARENTS
The School should utilize a parent survey to inform this section of the self-study. A sample survey is
provided among the Appendices and Checklists.
1. Describe and assess the procedures for the communication with and orientation of parents in
   the school community. How are parents instructed as to the appropriate ways to support their
   own students as well as the school?
2. If the school has an association of parents, comment on its purpose and structure (including the use of affinity groups, if appropriate); who is involved in it; how it functions within the school community; and what are its current strengths and challenges. Are the purposes of the association met? In schools without a formal association of parents, what other means are utilized to promote parent engagement?

3. Describe and assess the process for working with parents and students when a student is at risk. What are the customary steps that might lead ultimately to a student’s required withdrawal for academic or disciplinary reasons?

4. What themes emerged through the parent survey that reaffirm your understanding of the parent experience at your school and point to ways that the school might refine programs and procedures to better meet the needs of families?

**BOARDING AND/OR HOMESTAY PROGRAM**

1. How does the boarding and/or homestay program reflect the mission of the school?

2. How does the school establish, communicate, and maintain high standards for student behavior, relationships, and support? Assess the effectiveness of these programs.

3. What steps are taken to ensure an environment of home-like, adult support for the boarding student?

4. What programs are in place to orient international students who are boarders and/or homestay students? Do the parents of international students receive any targeted communication regarding what to expect and/or more frequent student progress updates?

5. If the boarding and/or homestay population of the school is a minor part of the total, describe the administrative and programmatic aspects of the boarding program that are designed to unify the boarding and the day students into the whole. Conversely, if the school has a minority of day students, describe the steps by which efforts are made to unite the day students into the life of the entire school?

6. If the school has a homestay program, how are host families selected? What methods are in place to communicate with and support homestay families and the students in their charge that ensure that the student’s experience is in keeping with the mission of the school? Assess the effectiveness of the guidelines provided for families with homestay students.

7. What are the qualifications and responsibilities of the staff who supervise boarding students? How are boarding personnel recruited? What professional development is in place for boarding personnel? How are the boarding personnel evaluated? Assess the effectiveness of the boarding employee performance evaluation.

**THE SCHOOL AND THE EXTERNAL COMMUNITY**

1. To what extent does the community reflect and influence the mission and culture of the school? How has the location influenced the school and its offerings?

2. In what ways is the school a “good neighbor” to its surrounding community and what are the ways that relationship is assessed? How does the school demonstrate that it acts with a “public purpose” in mind? If tensions have existed recently between the school and the local community, describe the circumstances and the steps taken to resolve these tensions.

3. If not addressed elsewhere in the self-study report, describe and assess any off-campus or auxiliary programs and how they support the mission of the school. Auxiliary programs may include such activities as summer and/or entrepreneurial programs.

4. Does the school try to be an active member of the global community and if so, how?
STRENGTHS, OPPORTUNITIES FOR GROWTH, AND CHANGES UNDER CONSIDERATION

1. What are the major strengths and opportunities for growth in the areas under review in the Student Life and Community section and what areas of change is the school considering?

List the names and titles or positions of everyone involved in the development and writing of this section of the self-study.

Documents to be provided ON SITE, preferably in DIGITAL format

- A list of any auxiliary programs as well as advisors/coordinators.
- If there is a boarding program, provide a list of weekend activities for boarding students.
- For each of the last three terminating classes, show where these students went following their final year at school (e.g. another school, college, vocation, etc.).
- Samples of various forms used to collect or record information about students such as registration forms, application blanks, health forms, grade report forms, permanent record forms, etc.
- Samples of regular parent communication and access to online communication.
- The raw data, or electronic access to the raw data, of any parent surveys that have been conducted as part of this self-study process.
- The Parent Handbook as well as any additional documents, if needed, to guide homestay families.
- Sample communication from the parent association (if applicable) and access to online communication.
- Access to the parent association’s by-laws, schedule of meetings, list of the officers, and class representatives (if applicable).
- Provide samples of the various methods of communication such as:
  - newsletters
  - websites
  - annual report on giving (unless already provided as part of the development section)
  - literary magazines
  - head of school’s communication
  - trustee’s communication
  - viewbooks
  - student announcements
  - marketing
  - alumni/ae communication, etc.
SECTION SEVEN
Self-study Process,
Reflection, and Conclusion

The conclusion should be viewed as a major synthesis and reflective statement on the self-study report, and thus include commentary on the major findings and challenges that have emerged. Included in this might be areas that the self-study has revealed as requiring a high degree of attention and areas that are likely to have slipped underneath the larger goals. Finally, the school should reflect on areas deserving close attention in the next five years.

NYSAIS Criteria for Accreditation

Baseline Criteria
These criteria are rated by both the school and the visiting committee with a “yes” or a “no.”

B-7.1 The school has completed and submitted the required Verification Statement.

Strategic Criteria
This criterion is rated by both the school and the visiting committee on a scale of one to six.

S-7.1 The school has completed a thorough self-evaluation at all levels in accordance with the procedures outlined by NYSAIS.

Questions and Information to Guide the Conclusion

The following questions and topics are intended as prompts for an analytical review.

1. Describe briefly and assess the self-study process as an instrument for strategic initiatives and school growth.
2. What did you learn about the school that will help you the next time the school undertakes a comprehensive review?
3. Provide an overview of the major findings that are celebratory as well as areas in need of improvement that were an outcome of the process.

List the names, titles or positions, of everyone involved in the development and writing of this section of the self-study.
Appendices and Checklists

Verification Statement
Sample Board Assessment
Sample Parent Survey
Fire Safety Checklist
General Facility Safety Checklist
Chemical Lab and Storage Safety Checklist
Supplementary Materials Checklist
NYSAIS Criteria for Accreditation Rating Sheet
Verification Statement

Independent schools are subject to laws, regulations, and guidelines by various federal, state, and local entities. On an ongoing basis, as well as part of the NYSAIS accreditation process, the Board and Administration for each school are expected to regularly conduct a review of their compliance with applicable laws, rules, and regulations, including but not limited to:

- The school's charter granted by the State Board of Regents and any applicable regulations of the Commissioner of Education;
- The New York State Not-For-Profit Corporations Law, including the Non-Profit Revitalization Act of 2013, as amended;
- Child abuse reporting requirements;
- New York State Education Law;
- Local, state, and federal civil rights and anti-discrimination requirements;
- The Handbooks, Manuals, and Guidelines provided by the New York State Education Department (NYSED) for non-public schools operating in the State of New York;
- Applicable state and local transportation laws;
- State and local requirements for pupil immunizations, exemptions, and recordkeeping;
- Fire codes and certificate of occupancy requirements;
- State and local health codes; and
- Where applicable, specific social service laws and health regulations for early childhood programs.

By signing below, you acknowledge your understanding of the responsibility of the Board and Administration in ensuring that the school is complying, in good faith, with the legal requirements applicable to non-public schools.

________________________________________  ____________________________________________
Board Chair Signature                       Head of School Signature

________________________________________  ____________________________________________
Date                                         Date
The following evaluation of fundamental governing body and individual trustee responsibilities is designed to stimulate thought about how the Board of Trustees should operate, to assess how it might improve its performance, and to assist in the writing of the Section Three, Governance, of the NYSAIS Manual for Evaluation and Accreditation.

For each section, rate the performance of the governing body of the school on the following scale:

- 6 = outstanding
- 5 = very good
- 4 = satisfactory, for the time being
- 3 = needs improvement
- 2 = work has begun, but needs major improvement
- 1 = topic not yet on board's agenda

<table>
<thead>
<tr>
<th>Rating</th>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 = outstanding</td>
<td>The governing body periodically reviews the mission statement and provides for continuity of the mission in the life of the school.</td>
</tr>
<tr>
<td>5 = very good</td>
<td>The governing body assures that the mission is clear and understood by all the constituencies of the school.</td>
</tr>
<tr>
<td>4 = satisfactory, for the time being</td>
<td>The members of the governing body recognize and fulfill their responsibility as stewards of the mission.</td>
</tr>
</tbody>
</table>

**Strategic Thinking and Planning**

- The governing body undertakes effective strategic planning for the school.
- Members of the governing body focus on the strategic interests and needs of the school in fulfilling their responsibilities.

**Financial Resources**

- The governing body ensures that financial resources are provided for the school.
- The governing body understands its central role in institutional advancement and supports these efforts.

**Fiscal Oversight**

- The governing body has policies in place to support the creation, review and approval of an annual operating and capital budget as well as a multi-year financial plan.
- The governing body ensures administrative follow up as a result of an outside annual professional audit and the corresponding management letter.
- The governing body ensures that the school has in place adequate provisions for risk assessment and management, including the transfer of risk through appropriate insurance coverage.
<table>
<thead>
<tr>
<th><strong>Board Membership</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The governing body participates in an effective program of board development that includes annual new trustee orientation, ongoing trustee education, evaluation and self-evaluation, and board leadership succession planning.</td>
</tr>
<tr>
<td>The roles and responsibilities of the governing body are clearly defined, transparent, and communicated to all constituents.</td>
</tr>
<tr>
<td>The governing body ensures that issues of gender, diversity, and multiculturalism are appropriately considered in policymaking and governing body membership.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Relationship with the Head of School</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The governing body provides stability in transitions of leadership for itself and its head of school.</td>
</tr>
<tr>
<td>The governing body ensures that the head of school receives appropriate support, evaluation, and compensation.</td>
</tr>
<tr>
<td>The governing body is responsible for establishing broad school policies and appropriately delegates responsibility for the operations of the school to the head of school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School Communications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The decisions of the governing body are effectively communicated to the appropriate constituents.</td>
</tr>
<tr>
<td>The governing body ensures the confidentiality of all conversations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Board Structure and Operations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The governing body reviews and maintains appropriate bylaws that conform to legal requirements.</td>
</tr>
<tr>
<td>The governing body periodically reviews that the board and the school comply with all applicable laws, rules and regulations.</td>
</tr>
<tr>
<td>The governing body creates a conflict of interest policy that is reviewed annually with, and signed by, individual trustees.</td>
</tr>
<tr>
<td>The governing body keeps full and accurate records of its meetings, committees, and policies.</td>
</tr>
</tbody>
</table>
## Self-Evaluation to be Completed by Individual Board Members

For each section, rate your performance as a trustee on the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>outstanding</td>
</tr>
<tr>
<td>5</td>
<td>very good</td>
</tr>
<tr>
<td>4</td>
<td>satisfactory, for the time being</td>
</tr>
<tr>
<td>3</td>
<td>needs improvement</td>
</tr>
<tr>
<td>2</td>
<td>work has begun, but needs major improvement</td>
</tr>
<tr>
<td>1</td>
<td>topic not yet on board's agenda</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand and support the school’s mission.</td>
<td></td>
</tr>
<tr>
<td>I monitor the progress of the school in its strategic plan.</td>
<td></td>
</tr>
<tr>
<td>I assist in the fundraising efforts of the school.</td>
<td></td>
</tr>
<tr>
<td>I give to the school commensurate with my financial circumstances.</td>
<td></td>
</tr>
<tr>
<td>I read and understand the school’s financial reports.</td>
<td></td>
</tr>
<tr>
<td>I support and, as requested, advise the head of school.</td>
<td></td>
</tr>
<tr>
<td>I take advantage of opportunities to enhance the school’s public image.</td>
<td></td>
</tr>
<tr>
<td>I recommend qualified individuals as possible nominees for the governing body.</td>
<td></td>
</tr>
<tr>
<td>I participate in board training and development opportunities.</td>
<td></td>
</tr>
<tr>
<td>I read materials in advance of board and committee meetings.</td>
<td></td>
</tr>
<tr>
<td>As appropriate I suggest agenda items for committees and the governing board to consider.</td>
<td></td>
</tr>
<tr>
<td>I avoid, in fact and perception, conflicts of interest that might jeopardize the school or its governing body.</td>
<td></td>
</tr>
<tr>
<td>I participate in meaningful ways in board meetings.</td>
<td></td>
</tr>
<tr>
<td>I respect the confidentiality of the board’s executive sessions.</td>
<td></td>
</tr>
<tr>
<td>I willingly volunteer to further the school’s mission.</td>
<td></td>
</tr>
<tr>
<td>I complete assignments in a responsible and timely manner.</td>
<td></td>
</tr>
</tbody>
</table>
This part of the evaluation allows additional issues to be raised and comments on the performance of the board.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you perceive to be the principle strengths of the school?</td>
<td></td>
</tr>
<tr>
<td>On what issues should the governing body concentrate in the next year?</td>
<td></td>
</tr>
<tr>
<td>What are the key strengths of this governing board?</td>
<td></td>
</tr>
<tr>
<td>In what areas could the governing body improve its performance?</td>
<td></td>
</tr>
<tr>
<td>In what areas do you feel you are most effective as a trustee?</td>
<td></td>
</tr>
<tr>
<td>In what areas do you feel least effective?</td>
<td></td>
</tr>
<tr>
<td>Do you find your work as a trustee satisfying? In what ways?</td>
<td></td>
</tr>
</tbody>
</table>
Sample Parent Survey

As these are suggested prompts, the school must determine the appropriate questions for its own purposes now in its history. The most valuable questions will be those that provide the school with the most useful data to inform analysis and decision-making. Limiting the length of the survey will maximize the response rate. The format of the questions should be systematic so that all or most all are asking for a range of answers or might lend themselves to choosing from a range of options, as opposed to yes/no questions. For example, these questions may be adapted to elicit a response that asks for ratings of 1-6 consistent with the NYSAIS strategic criteria.

The raw data, or electronic access to the raw data, should be provided to the visiting committee along with other Supplementary Materials.

1. What are the most effective ways by which the school communicates with parents/guardians?
2. To whom at the school do parents/guardians turn for routine information and help? How did parents/guardians learn whom to contact? How easy is it to navigate through the various sources of information?
3. How clear and helpful to parents/guardians are student reports and the comments included with them?
4. How are regular conferences arranged between parents/guardians and the teachers and other school staff?
5. Is it easy and comfortable for parents/guardians to arrange a conference at times other than the regular ones?
6. Does the program of the school meet with your expectations? Are parents/guardians satisfied with the channels that exist for conveying concerns to the school?
7. How are the school’s expectations regarding the appropriate conduct in the community of parents/guardians communicated and upheld?
8. What are the ways that parents/guardians support the values and ethics of the school? How well does the school share and communicate values and ethics with parents/guardians?
9. What part do parents play in promoting and supporting the school’s culture?
10. What opportunities has the school provided for parent education (programs, speakers, etc.) regarding relevant educational, social, emotional, or physical development issues?
11. What means has the school used to provide clear and effective information about the total cost of enrollment-tuition payments and the way that other charges (e.g. meal plans, books, sports apparel, etc.) are handled?
12. Reflecting on to your child’s admission, did the process and any other information from the school clarify your expectations with regard to (a) the admissions process itself, (b) the experience the student might have if he or she were to attend the school, and (c) the financial obligations? As the parent of a new student, what efforts did the school make to provide special information to you between the time of your child’s acceptance and the end of the first year of school?
13. Do you have a written contract with the school covering financial obligations and understandings? What aspects of the written enrollment contract were the clearest and most beneficial? Which aspects were the least clear and beneficial?
14. What are the most common means for parents to support the school (financially, referring potential families, volunteering, etc.)? How easy is it to find and join these efforts?
15. Describe ways in which the school’s program reflects the school’s mission.
16. How does the school educate parents about their involvement with their child’s education that is both age and mission appropriate?
**NOTE:** This checklist is meant to serve as a guide and is not meant to replace either local or state rules and regulations which might be applicable in this area.

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the alarm bell functioning properly in all areas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the alarm bell audible in all areas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the alarm bell flashing a light for the hard of hearing or deaf?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the alarm bell turned off when the building is fully evacuated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is evacuation in a calm, orderly, quiet fashion for both adults and students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all adults engaged in the process and aware that in the event of an emergency, they may have to take on additional responsibilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a staff fire duty assignment list?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do staff and students have knowledge of exit routes, including if a means of egress is blocked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there bottlenecks in exiting the building?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the sweeping procedure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the procedure for accounting for all students and personnel after the facility is evacuated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If adults are out of hearing range of each other, what is the communication procedure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire extinguisher inspections—double check with the business manager if inspections seem outdated because frequently inspection has been done, but the fire department has not updated the certificates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are fire doors equipped with crash bars and not propped or obstructed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there clear signage for exits? For extinguishers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the record of fire drills kept current? How is the sprinkler system inspected and are records kept? Are the fire pull stations tested on a regular basis, and who does this testing and are records kept?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NYSAIS Evaluation and Accreditation
General Facility Safety Checklist

**NOTE:** This checklist is meant to serve as a guide and is not meant to replace either local or state rules and regulations which might be applicable in this area.

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are cleaning chemicals and other materials (e.g. wall paint) stored safely, with flammables stored separately and inaccessible to students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are students wearing goggles when they are using power tools or when others in close proximity are using power tools?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the gym or recreation area have safety paddings and nets?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are locker rooms sanitary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the school has a swimming pool or weight/exercise room, is the area secure when no adult is present?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are first aid kits easily accessible to every classroom (can be as simple as a zip lock bag holding bandaids, antiseptic wipes, gloves, alcohol pads, disposable towels, and an extra plastic bag)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are hallways and stairwells free from clutter, including book bags, books, musical instruments, coats, sports equipment, laptop computers, etc?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Chemical Lab Safety Checklist

**NOTE:** This checklist is meant to serve as a guide and is not meant to replace either local or state rules and regulations, which might be applicable in this area.

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students wearing goggles in science lab when they are handling chemicals or in close proximity to others handling chemicals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are aprons or smocks worn when using or handling corrosive chemicals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whenever heat sources or open flames are used, is long hair tied back, and is loose clothing tucked in?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the gas shut-off valves functioning properly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a fire blanket?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there an emergency eye and skin wash station?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there acid and base spill clean-up kits?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there procedures in place to make sure that chemicals never touch the mouth and that liquids are not pipetted by mouth?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there procedures in place to make sure that acids are diluted by adding to acid to water and not water to acid?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are students familiar with all safety rules and are they posted?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Chemical Storage Guidelines

MSDSs (Material Safety Data Sheets) for all chemicals in the lab should be kept alphabetically in an easily accessible file that is not stored with the chemicals themselves. MSDSs contain all the necessary safety data for the chemical in question and can be readily accessed if the need arises. In addition, many fire departments request access to the MSDSs in the event of a fire so that they know with what they are dealing.

- All flammable chemicals should be kept in a special, locked cabinet designed for flammable material. The flammability of a chemical is shown on the label and it is a good practice to store all chemicals with a flammability index of 3 or greater in such a cabinet.
- Certain metals are highly reactive and should be stored in a special locked cabinet away from other chemicals. Such metals include those that are inherently reactive, such as sodium, or are reactive because of their finely divided physical state, such as aluminum dust.
- Concentrated acids and bases should never be stored together (their interaction can generate a great deal of heat). Since concentrated acids are far more common in a chemistry lab, they are stored separately in a special cabinet designed for highly corrosive materials.
- All other chemicals can be stored on regular shelves, preferably in alphabetical order for easier location of chemicals.
- Chemicals should be kept in a locked room to which students do not have access.
## Supplementary Materials • NYSAIS Manual for Evaluation and Accreditation Version 4.2

<table>
<thead>
<tr>
<th>Section</th>
<th>On-Site – either paper or digital</th>
<th>Include in or with the Self-Study Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>□ Copies of school brochures and any documents or links where the school’s mission and purposes and objectives are formally published whether in full or in part.</td>
<td>□ Ten pictures or five 30-second videos that richly convey the mission and culture of the school.</td>
</tr>
</tbody>
</table>
| Two     | □ School calendar, class schedules, and other materials that illustrate how the school’s educational vision is put into practice.  
□ Curriculum descriptions and/or individual course outlines.  
□ List of extracurricular or co-curricular offerings.  
□ Papers, presentations, documents, posts or articles that have been written by school personnel that relate to the overall philosophy of the school.  
□ A sample professional development plan for an administrator, teacher, or staff member. | □ DASL Accreditation Report #4: “Class Size and Teaching Load” |
| Three   | **When appropriate, all documents will be kept confidential and treated on a need-to-know basis.**  
□ A list of all members of the governing body including terms of service, length of time each member has served on the governing body, leadership roles (e.g. chair, treasurer, etc.), and remaining time of service for each member of the governing body.  
□ Copy of the original Charter of Articles of Incorporation and as amended.  
□ Policies regarding the evaluation, renewal, compensation, and support of the head of school.  
□ A list of all governing body committees including the purpose of the committees, the membership on the committees, and length of service of each member on the committees.  
□ A copy of the most recent conflict of interest statements for each member of the governing body.  
□ All financial oversight policies such as investment, audit, budget-to-actuals, etc.  
□ Board agendas and board minutes for the past two years.  
□ Copy of the board-approved policy for preventing and responding to sexual misconduct and abuse. | **To the Chair only:**  
□ A copy of the current by-laws of the governing body.  
□ A copy of the governing body’s most recent self-assessment (a sample assessment tool is available from NYSAIS). (NOTE: The individual evaluations by each member of the governing body should be available upon request.)  
□ Copies of current strategic or long-range planning documents. |
| Four | ☐ Admissions and recruiting materials.  
☐ Sample of current Enrollment Contract |

**Documents to be provided IN ADVANCE to the visiting committee Chair and the designated committee member reviewing finances ONLY:**

- ☐ The school’s last two audited financial statements and management letters prepared by an independent certified public accountant. Include the management response to the auditor’s management letter.
- ☐ The current operating budget as well a copy of the long-range financial plan or budget projections.
- ☐ The most recent year-to-date operating statement, showing budgeted income and expense compared to actual figures.
- ☐ The operating statement for the most recently completed year, showing budgeted income and expense compared to actual figures.
- ☐ Information about the process used for benchmarking highly compensated employees.
- ☐ Sample copies of all most recent financial reports that the governing body regularly reviews.
- ☐ IRS Form 990 and supporting schedules for the past two years.
- ☐ DASL Accreditation Report #9: "Personnel—Salaries by Position"
- ☐ DASL Accreditation Report #10: "Personnel—Faculty Salaries"

**Include Within the Self Study Document**

- ☐ DASL Accreditation Report #1: “Student Enrollment—Overview”
- ☐ DASL Accreditation Report #2: “Student Enrollment—By Grade”
- ☐ DASL Accreditation Report #3: “Student Enrollment—Admission and Attrition”
| Five | Faculty, Administrator and/or non-teaching personnel surveys  
Sample faculty and staff member employment contract or letter of agreement with the school setting forth the terms of employment  
Sample faculty, administration and non-teaching assessment or evaluation tools and related documents  
Short-term and long-term capital expenditure plan  
Facilities Master Plan (if applicable)  
Schedule for systematic maintenance of facilities and equipment  
Report of the latest systematic review of safety issues and practices  
Emergency preparedness plan(s)  
Documents to show that facilities and personnel meet applicable local and state public safety and health regulations  
Sample forms used to maintain permanent records of current and former employees  
Certificate(s) of Occupancy (when required by ordinance)  
Log of emergency drills  
Most recent fire inspection report  
Sample forms used in the hiring process.  
Copy of the fingerprinting and background check policy and procedures | Include Within the Self Study Document  
DASL Accreditation Report #5: “Personnel—Demographics (Overview)”  
DASL Accreditation Report #6: “Personnel—Demographics (Faculty)”  
DASL Accreditation Report #7: “Personnel—Demographics (Faculty by Experience)”  
DASL Accreditation Report #8: “Personnel—Faculty Hiring and Retention” |
|---|---|
| Six | A list of any auxiliary programs as well as advisors/coordinators.  
If there is a boarding program, provide a list of weekend activities for boarding students.  
For each of the last three terminating classes, show where these students went following their final year at school (e.g. another school, college, vocation, etc.).  
Samples of various forms used to collect or record information about students such as registration forms, application blanks, health forms, grade report forms, permanent record forms, etc.  
Samples of regular parent communication and access to online communication.  
The raw data, or electronic access to the raw data, of any parent surveys that have been conducted as part of this self-study process.  
The Parent Handbook as well as any additional document, if needed, to guide Homestay families.  
Sample communication from the parent association (if applicable) and access to online communication.  
Access to the parent association’s by-laws, schedule of meetings, list of the officers, and class representatives (if applicable).  
Provide a samples of the various methods of communication such as newsletters, websites, |
<table>
<thead>
<tr>
<th>Seven</th>
<th>Signed Verification Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>literary magazines, viewbooks, student announcements, alumni/ae communication, etc.</td>
<td></td>
</tr>
</tbody>
</table>
NYSAIS schools are evaluated in terms of their own mission and the NYSAIS Criteria for Accreditation, which are divided into Baseline (B) and Strategic (S) criteria. Each school, and later the visiting committee, will assign a “Yes” or “No” response to the Baseline Criteria and a rating of 1-6 to the Strategic Criteria. Any rating of “No” to the Baseline Criteria or 3 or below to the Strategic Criteria by the school should be accompanied by an explanation or reference to the school's self-study report.

6 = criterion fully and completely met  
5 = criterion substantially met  
4 = criterion generally met  
3 = criterion generally not met  
2 = criterion not met in significant respects  
1 = criterion not met in any respect  
N/A = criterion not applicable

<table>
<thead>
<tr>
<th>#</th>
<th>Criterion</th>
<th>School</th>
<th>Committee</th>
<th>Brief Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Section I: Mission and Culture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-1.1</td>
<td>The mission statement has been reviewed within the past five years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-1.1</td>
<td>The mission statement is clearly articulated and understood by all constituencies of the school community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-1.2</td>
<td>The mission statement is reflected in the school's culture and informs all decisions and programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-1.3</td>
<td>The actions of the trustees, employees, students, and families embody the school's mission.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-1.4</td>
<td>In keeping with its mission, culture, and resources, the school's community supports and advocates for an equitable, just, respectful, and inclusive environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Section 2: Teaching and Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-2.1</td>
<td>The school provides a program of instruction that is substantially equivalent to that which is afforded in the local public schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-2.2</td>
<td>Courses are offered in mandated subjects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-2.3</td>
<td>The school day and year are substantially equivalent to those in public schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-2.4</td>
<td>If the school has a secondary program, the school is registered by the New York State Education Department.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.1</td>
<td>The formal educational program is consistent with the mission and culture of the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.2</td>
<td>The issues of equity, justice, and anti-bias are integrated into the educational program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.3</td>
<td>The school demonstrates that its educational programs and practices are informed and evaluated by relevant research regarding how students learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.4</td>
<td>The educational programs, including online and blended learning, are regularly evaluated by the school and the results of the evaluation contribute to the analysis and modification of the school's educational program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.5</td>
<td>The performance of individual students is regularly assessed by developmentally appropriate measures and effectively communicated to students, faculty, families, and administrators.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.6</td>
<td>Consistent with the mission of the school, the administration creates a culture of continued, sustained professional growth, offering in-service as well as outside professional development opportunities to all administrators, faculty, and non-teaching personnel members, for which there is adequate funding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.7</td>
<td>The administration has developed, communicated and implemented a program for the systematic evaluation of the faculty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.8</td>
<td>The school has a program that respects and supports the intellectual, social, physical, aesthetic, and emotional needs of every student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.9</td>
<td>Consistent with the school's pedagogical practices, digital technology is used to support the program and its use is evaluated on a regular basis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.10</td>
<td>The school collects information from its alumni/ae to assess its educational program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.11</td>
<td>Extracurricular and co-curricular activities are aligned with the mission and resources of the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2.12</td>
<td>If applicable, the school has a carefully planned and supervised program of auxiliary or off-campus activities that is harmonious with the school's mission.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 3: Governance**

<p>| B-3.1 | The governing body ensures administrative follow up as a result of an outside, annual professional audit and the corresponding management letter. |
| B-3.2 | The governing body reviews and maintains appropriate by-laws that conform to legal requirements while assuring that the school and governing body operate in compliance with applicable local, state, and federal laws and regulations, including civil rights and anti-discrimination requirements. |
| B-3.3 | The governing body creates a conflict of interest policy that is reviewed annually with, and signed by, individual trustees. |
| B-3.4 | The governing body keeps full and accurate records of its meetings, committees, and policies. |
| B-3.5 | The governing body ensures the confidentiality of all conversations. |
| B-3.6 | The governing body has approved a written policy for preventing and responding to sexual misconduct and abuse. |
| S-3.1 | The roles and responsibilities of the governing body are clearly defined, transparent, and communicated to all constituents. |
| S-3.2 | The decisions of the governing body are effectively communicated to the appropriate constituents. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S-3.3</td>
<td>The members of the governing body recognize and fulfill their responsibility as stewards of the mission.</td>
</tr>
<tr>
<td>S-3.4</td>
<td>The governing body undertakes effective strategic planning for the school.</td>
</tr>
<tr>
<td>S-3.5</td>
<td>The governing body provides stability in transitions of leadership for itself and its head of school.</td>
</tr>
<tr>
<td>S-3.6</td>
<td>The governing body ensures that the head of school receives appropriate support, evaluation, and compensation.</td>
</tr>
<tr>
<td>S-3.7</td>
<td>The governing body ensures that adequate financial resources are provided for the school.</td>
</tr>
<tr>
<td>S-3.8</td>
<td>The governing body has appropriate policies to support the creation, review, and approval of an annual operating and capital budget as well as a multi-year financial plan.</td>
</tr>
<tr>
<td>S-3.9</td>
<td>The governing body understands its central role in institutional advancement and actively supports these efforts.</td>
</tr>
<tr>
<td>S-3.10</td>
<td>The governing body is responsible for establishing broad school policies and appropriately delegates responsibility for the operations of the school to the head of school.</td>
</tr>
<tr>
<td>S-3.11</td>
<td>Members of the governing body put aside any special interest when fulfilling their responsibilities.</td>
</tr>
<tr>
<td>S-3.12</td>
<td>The governing body participates in an effective program of board development that includes annual new trustee orientation, ongoing trustee education, evaluation and self-evaluation, and board leadership succession planning.</td>
</tr>
<tr>
<td>S-3.13</td>
<td>The governing body establishes policies that reflect diversity and cultural competency and ensures that these qualities are reflected in decision-making and governing body membership.</td>
</tr>
<tr>
<td>S-3.14</td>
<td>The governing body ensures that the school has in place adequate provisions for risk assessment and management including the transfer of risk through appropriate insurance coverage.</td>
</tr>
</tbody>
</table>

### Section 4: Financial Sustainability

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B-4.1</td>
<td>The administration carries out appropriate follow-up to the annual audit of all financial records and the management letter.</td>
</tr>
<tr>
<td>B-4.2</td>
<td>The administration has appropriate procedures and personnel in place and accounts for all assets and liabilities in accordance with Generally Accepted Accounting Principles (GAAP).</td>
</tr>
<tr>
<td>B-4.3</td>
<td>The administration has a clearly articulated commitment to school-wide, non-discriminatory practices.</td>
</tr>
<tr>
<td>B-4.4</td>
<td>The administration determines eligibility for admission based on the merits of the application and then determines how to allocate financial aid resources to fulfill the mission of the school and meet student needs.</td>
</tr>
<tr>
<td>S-4.1</td>
<td>The board of trustees, head of school, and finance officer work collaboratively and strategically to ensure the development and implementation of appropriate policies and practices for the sustainable long-term management of the school.</td>
</tr>
</tbody>
</table>
| S-4.2 | The administration manages the school’s resources in a prudent manner, consistent with the mission, safeguarding the
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S-4.3</strong></td>
<td>The administration implements sound financial and management practices and procedures, including the development of an annual operating and capital budget, multi-year budget projections, and the execution of an annual audit.</td>
<td></td>
</tr>
<tr>
<td><strong>S-4.4</strong></td>
<td>Salaries and benefits for administrators, faculty, and non-teaching personnel are understood and reflect independent and/or local school standards as well as meet all legal requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>S-4.5</strong></td>
<td>The administration has a clear picture of its long and short-term institutional development needs as well as the organizational structure, resources, and staffing to carry out its efforts.</td>
<td></td>
</tr>
<tr>
<td><strong>S-4.6</strong></td>
<td>Consistent with the stated mission of the school, the admission process operates under a clear set of practices for gathering, disseminating, and maintaining prospective student information, and respects the confidentiality of students, families, and documents.</td>
<td></td>
</tr>
<tr>
<td><strong>S-4.7</strong></td>
<td>Admissions procedures are in place to ensure that the current and anticipated composition of the student body is harmonious with, and advances, the mission of the school.</td>
<td></td>
</tr>
<tr>
<td><strong>S-4.8</strong></td>
<td>Prior to making an enrollment offer, the administration follows a clear and transparent admission and financial aid process that communicates information, dates, timeframes, as well as all financial obligations for attending the school.</td>
<td></td>
</tr>
<tr>
<td><strong>S-4.9</strong></td>
<td>The relationship between student enrollment and total staffing is at an appropriate level for the financial sustainability of the school.</td>
<td></td>
</tr>
</tbody>
</table>

**Section 5: Operations**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B-5.1</strong></td>
<td>The administration and staff have developed materials, routines, training sessions, and procedures, for both on- and off-campus activities, to foster a safe environment for all members of the school community.</td>
<td></td>
</tr>
<tr>
<td><strong>B-5.2</strong></td>
<td>To support the needs of the children and goals of the program, the administration and staff provide appropriate equipment and instructional play and work spaces.</td>
<td></td>
</tr>
<tr>
<td><strong>B-5.3</strong></td>
<td>The school has safety and attendance procedures in place for students and adults in the event of fire or other emergencies.</td>
<td></td>
</tr>
<tr>
<td><strong>B-5.4</strong></td>
<td>A plan is in place for the long-term protection and renewal of physical plant and facilities.</td>
<td></td>
</tr>
<tr>
<td><strong>B-5.5</strong></td>
<td>The school maintains accurate, complete, and secure records protected against catastrophic loss.</td>
<td></td>
</tr>
<tr>
<td><strong>B-5.6</strong></td>
<td>Appropriate attendance records are kept and are on file.</td>
<td></td>
</tr>
<tr>
<td><strong>B-5.7</strong></td>
<td>The administration fingerprints all new employees.</td>
<td></td>
</tr>
<tr>
<td><strong>S-5.1</strong></td>
<td>The administration provides leadership in, and appropriate evaluation of, the implementation of the mission, standards, and policies of the school.</td>
<td></td>
</tr>
<tr>
<td><strong>S-5.2</strong></td>
<td>There are an appropriate number of administrators, faculty, and non-teaching personnel to carry out the program of the school.</td>
<td></td>
</tr>
<tr>
<td>S-5.3</td>
<td>Faculty and non-teaching personnel assignments are appropriate and equitable in terms of teaching conditions, total load, methods, and duties.</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>S-5.4</td>
<td>Staff members are qualified by education, training or experience for the responsibilities to which they are assigned.</td>
<td></td>
</tr>
<tr>
<td>S-5.5</td>
<td>The physical facilities and equipment are adequately maintained.</td>
<td></td>
</tr>
<tr>
<td>S-5.6</td>
<td>The administration has developed, communicated and implemented a program for the systematic evaluation of all administrators and non-teaching personnel.</td>
<td></td>
</tr>
<tr>
<td>S-5.7</td>
<td>The school develops, communicates, and implements plans for the supervision, safety and health of students.</td>
<td></td>
</tr>
<tr>
<td>S-5.8</td>
<td>The administration and staff provide channels of communication with parents and members of the school community that are sufficient and consistent with the purposes and objectives of the school.</td>
<td></td>
</tr>
<tr>
<td>S-5.9</td>
<td>The administration and staff employ methods of communicating with the external community that are appropriate to the school's size, means, culture and mission.</td>
<td></td>
</tr>
<tr>
<td>S-5.10</td>
<td>The administration has developed and implemented clear, written, consistently applied hiring, termination, and record retention procedures.</td>
<td></td>
</tr>
<tr>
<td>S-5.11</td>
<td>The administration has taken steps to identify and, if identified, remedy bias in hiring and provide equitable opportunities for promotion and leadership development to all employees.</td>
<td></td>
</tr>
</tbody>
</table>

**Section 6: Student Life and Community**

<table>
<thead>
<tr>
<th>B-6.1</th>
<th>The school has created, implemented and communicated written policies, procedures and educational programs to protect the physical and emotional safety and wellbeing of all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-6.2</td>
<td>The program for health care, including nutrition, is adequate to meet the needs of the students and accounts for the prevention and care of illness and injury.</td>
</tr>
<tr>
<td>B-6.3</td>
<td>Schools enrolling homestay students develop and implement guidelines that provide a student experience that is in keeping with the mission of the school, including the NYSAIS Best Practices for Equity and Justice.</td>
</tr>
<tr>
<td>S-6.1</td>
<td>In harmony with the school's mission and resources, the administration and faculty provide equal access for all students regardless of race, religion, disability, gender identity, national origin, and sexual orientation.</td>
</tr>
<tr>
<td>S-6.2</td>
<td>The administration and faculty have developed and implemented a program for orienting and mentoring all members new to the school community.</td>
</tr>
<tr>
<td>S-6.3</td>
<td>Consistent with the mission and educational program, the guidance, counseling, and learning services and support programs meet student needs and support the expression of diverse experiences.</td>
</tr>
<tr>
<td>S-6.4</td>
<td>The administration provides clear, mission-driven expectations regarding parental participation in the school community.</td>
</tr>
<tr>
<td>Section</td>
<td>Text</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>S-6.5</td>
<td>Participation by the parent body in the school community is mission-appropriate.</td>
</tr>
<tr>
<td>S-6.6</td>
<td>The school’s mission informs and guides interactions with the local community to enhance relationships and student experiences.</td>
</tr>
<tr>
<td>S-6.7</td>
<td>Administrators, teachers, staff members, students and parents demonstrate a respect for and responsibility towards building and maintaining an equitable and just community.</td>
</tr>
<tr>
<td><strong>For schools with boarding or homestay programs.</strong></td>
<td></td>
</tr>
<tr>
<td>S-6.8</td>
<td>The administration and staff have developed an intentional boarding and/or homestay program that is a unified part of the total life of the school for both boarding and day students.</td>
</tr>
<tr>
<td>S-6.9</td>
<td>The administration and staff provide clear expectations so that students develop respectful, cooperative and meaningful relationships with those with whom they live and interact.</td>
</tr>
<tr>
<td>S-6.10</td>
<td>The administration and staff have provided guidelines for the evening, weekend, and vacation offerings that are consistent with the mission of the school and the needs of the students.</td>
</tr>
<tr>
<td>S-6.11</td>
<td>Thoughtful procedures are in place for the appropriate placement and monitoring of students in either dormitory or homestay situations.</td>
</tr>
<tr>
<td><strong>Section 7: Self Study Process, Reflection and Conclusion</strong></td>
<td></td>
</tr>
<tr>
<td>B-7.1</td>
<td>The school has completed and submitted the required Verification Statement.</td>
</tr>
<tr>
<td>S-7.1</td>
<td>The school has completed a thorough self-evaluation at all levels in accordance with the procedures outlined by NYSAIS.</td>
</tr>
</tbody>
</table>

**Verification Statement**

On an ongoing basis, as well as part of the NYSAIS accreditation process, the board of trustees, and administration for each school are expected to regularly conduct a review of their compliance with applicable laws, rules, and regulations, including but not limited to:

- V-1.1 The school's charter granted by the State Board of Regents and any applicable regulations of the Commissioner of Education.
- V-1.2 The New York State Not-For-Profit Corporations Law, including the Non-Profit Revitalization Act of 2013, as amended.
- V-1.3 Child abuse reporting requirements.
- V-1.4 New York State Education Law.
- V-1.5 Local, state, and federal civil rights and anti-discrimination requirements.
- V-1.6 The Handbooks, Manuals, and Guidelines provided by the New York State Education Department (NYSED) for non-public schools operating in the State of New York.
- V-1.7 Applicable state and local transportation laws.
- V-1.8 State and local requirements for pupil immunizations, exemptions, and recordkeeping.

See Signed Verification Statement
<table>
<thead>
<tr>
<th>V-1.9</th>
<th>Fire codes and certificate of occupancy requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>V-1.10</td>
<td>State and local health codes.</td>
</tr>
<tr>
<td>V-1.11</td>
<td>Where applicable, specific social service laws and health regulations for early childhood programs.</td>
</tr>
</tbody>
</table>