

## Appendix F

### School Assessment of PNAIS Major Standards and Good Practices Leading to and Maintaining Accreditation

To assess your school's readiness to move from one category to another or to begin the self study, read the following expectations relating to our three categories of affiliation and determine where your school is relative to each expectation in *all three* columns. Please indicate your level of compliance on the line below each expectation using the following symbols:

- + = Currently meeting expectation
- = Close to meeting expectation
- 0 = Currently not meeting expectation

#### Introductory Statement

PNAIS is committed to helping its schools improve the quality of the educational program they offer their students. For this reason, PNAIS has established major standards as an integral tool for assisting schools with this process. Each Major Standard is accompanied by a set of expectations for each category of PNAIS affiliation. A school seeking to move from one category of affiliation to another should be meeting all of the expectations outlined in its current category and all of the expectations of the category into which they wish to move before gaining that affiliation status. An Accredited Member not meeting all of the Major Standards will be granted a conditional accreditation.

Expectations followed by a parentheses including a GP and number (for example, GP 1) indicates that these expectations are Good Practices in the PNAIS self study manual. An expectation not followed by a GP indicates that the expectation represents an earlier developmental stage of another expectation that is a Good Practice.

## PNAIS Major Standards and Expectations Leading to and Maintaining Accreditation

Major Standard	Expectations	Expectations	Expectations
<b>Accreditation Procedures</b>	<i>A Subscriber School...</i>	<i>A Candidate Member...</i>	<i>An Accredited Member...</i>
<p>The school has demonstrated a commitment to on-going school improvement through the successful completion of each step of the PNAIS accreditation process.</p>	<ul style="list-style-type: none"> <li>• Maintains a desire to gain accreditation, exhibits an ongoing commitment to school improvement and renewal, and successfully completes the PNAIS Annual Report after its first year of being a Subscriber School.</li>   <li>• Utilizes PNAIS Major Standards and Good Practices for guidance in the overall development of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to meet all PNAIS major standards within a five-year period with the aim of becoming an accredited member.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reviews its mission statement as the starting point in the self study process. (GP 1)</b></li>   <li>• <b>Conducts a self-study that provides for broad participation of the school community and full disclosure in the examination of strengths and weaknesses. (GP 2)</b></li>   <li>• <b>Addresses the major recommendations from the previous accreditation visit (if standing for re-accreditation). (GP 3)</b></li> </ul>
<b>Association Philosophy</b>			
<p>The mission, philosophy, principles, and practices of PNAIS schools are consistent with a free, open, humane and diverse society; schools provide an intellectual environment in which students are free to express individual points of view and to debate all sides of a subject.</p>	<ul style="list-style-type: none"> <li>• <b>Follows applicable non-discriminatory policies and practices. (GP 4)</b></li>   <li>• <b>Operates in a way that promotes student freedom of inquiry, diversity of viewpoints, and independent critical thinking. (GP 5)</b></li>   <li>• Articulates a commitment to respond to the demands of an increasingly multicultural and international society.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a commitment to respond to the demands of an increasingly multicultural and international society.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Has through its governing body defined what diversity means for the school. (GP 6)</b></li>   <li>• <b>Sustains a commitment to respond to the demands of an increasingly multicultural and international society. (GP 7)</b></li> </ul>

<b>Major Standard</b>	<b>Expectations</b>	<b>Expectations</b>	<b>Expectations</b>
<b>Mission</b>	<b><i>A Subscriber School...</i></b>	<b><i>A Candidate Member...</i></b>	<b><i>An Accredited Member...</i></b>
<p>The school has a clear mission statement, philosophy, and goals.</p>	<ul style="list-style-type: none"> <li>• Creates a mission statement, philosophy, and goals that serve as the basis for the development of the school and its educational program.</li> <li>▪ <b>Effectively communicates the school’s mission statement, philosophy, and goals. (GP 9)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evidences in its program(s) and operations the school’s mission statement, philosophy, and goals, all of which are in print and are appropriate to meet the needs of the students it serves. (GP 10)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Has a governing body and staff that understand and support the school’s mission statement, philosophy, and goals. (GP 8)</b></li> </ul>
<b>Institutional Leadership</b>			
<p>The school’s institutional leadership operates with a structure that includes at least two separate entities which carry out the separate functions of governance and of day-to-day management. The structure provides for oversight and planning adequate to sustain the school’s mission and vision and for institutional decision-making based upon a system of checks and balances that assures the school’s long term viability.</p>	<ul style="list-style-type: none"> <li>• Has a founding governing body sufficient in number, expertise, and resources to develop and promote the school’s mission and vision consistent with the principles of PNAIS and protect the school’s implementation of that mission and vision from undue interference and inappropriate influence and control from stakeholders within the school as well as from third parties outside of the school.</li> <li>• <b>Has defined the roles and responsibilities of its governing body. (GP 12)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Has a governing body sufficiently developed to make policy and embark on long range planning which will assure the school’s continued growth and ability to serve students in the foreseeable future.</li> <li>• <b>Has established itself as an independent school with an institutional leadership structure that includes at least two separate entities which carry out the separate functions of governance and day-to-day management. (GP 11)</b></li> <li>• <b>Has institutional leadership that provides a balance of authority between the governing body and Head of School. (GP 14)</b></li> <li>• <b>Has a Head of School and a governing body that have developed an effective working relationship. (GP 15)</b></li> <li>• <b>Has a Head of School who is responsible for operating the school in accordance with the authority conferred by the governing body. (GP 16)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Has a governing body of appropriate size and composition to meet its roles and responsibilities and the needs of the school. (GP 13)</b></li> <li>• <b>Has a governing body that engages in both short-term and long-term planning. (GP 17)</b></li> <li>• <b>School’s institutional leadership has processes to assess and improve the effectiveness of school’s governing body and of the Head of School. (GP 18)</b></li> </ul>

<b>Major Standard</b>	<b>Expectations</b>	<b>Expectations</b>	<b>Expectations</b>
<b>Finance</b>	<i>A Subscriber School...</i>	<i>A Candidate Member...</i>	<i>An Accredited Member...</i>
<p>The school's financial operations, resources and planning are adequate to support the school's mission and vision and to sustain its long term viability and stability.</p>	<ul style="list-style-type: none"> <li>• Operates on an annual budget approved and monitored by the governing body.</li> <li>• Is developing policies and practices for the governing body to meet its fiduciary responsibilities with regard to finance and risk management.</li> </ul>	<ul style="list-style-type: none"> <li>• Has adequate annual financial resources to sustain the school's program.</li> <li>• Has a collaborative budgeting process that is approved and monitored by the governing body.</li> <li>• <b>Has policies and follows practices sufficient for the school's governing body to provide oversight and guidance regarding financial operations and risk management. (GP 20)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Has a financial base that provides for the school's long-term viability and stability. (GP 19)</b></li> <li>• <b>Has a three to five year long-range financial plan that supports the school's strategic plan. (GP 21)</b></li> <li>• <b>Has completed a full independent financial audit for the fiscal year prior to the accreditation evaluation. (GP 22)</b></li> <li>• <b>Has auxiliary services that are appropriately supervised, funded, and mission appropriate. (GP 23)</b></li> </ul>

<b>Major Standard</b>	<b>Expectations</b>	<b>Expectations</b>	<b>Expectations</b>
<b>Program</b>	<i>A Subscriber School...</i>	<i>A Candidate Member...</i>	<i>An Accredited Member...</i>
<p>The school's program is congruent with the school's mission, philosophy, and goals and is in keeping with the PNAIS commitment to free and open inquiry in a humane and diverse society.</p>	<ul style="list-style-type: none"> <li>• Develops the school's program in accordance with the school's stated mission, philosophy, and goals.</li> <li>• Develops the school's program in accordance with the PNAIS philosophy of free, open, diverse and humane society.</li> <li>• <b>The school's program components stem from a set of guiding beliefs and assumptions about the ways that students learn. (GP 28)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The school's program components are supported with sufficient resources to meet its goals. (GP 29)</b></li> <li>• <b>The school is engaged in ongoing review, evaluation, and development of each of its program components. (GP 30)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The school's overall program stems from a set of guiding beliefs and assumptions about the ways that students learn. (GP 24)</b></li> <li>• <b>The school's overall program is designed to provide students with a school experience that is in keeping with PNAIS's commitment to free and open inquiry in a humane and diverse society. (GP 25)</b></li> <li>• <b>The school's overall program is supported with sufficient resources to meet its mission and goals. (GP 26)</b></li> <li>• <b>The school is engaged in ongoing review, evaluation, and development of its overall program. (GP 27)</b></li> </ul>

<b>Major Standard</b>	<b>Expectations</b>	<b>Expectations</b>	<b>Expectations</b>
<b>Residential Program</b>	<i>A Subscriber School...</i>	<i>A Candidate Member...</i>	<i>An Accredited Member...</i>
<p>The residential program operates in a way that provides a balanced, enriched, and mission consistent experience for students.</p>	<ul style="list-style-type: none"> <li>Has articulated its beliefs and assumptions about how students learn in its residential program.</li> </ul>	<ul style="list-style-type: none"> <li>Is developing its residential curriculum with defined goals and objectives that adequately meet the needs of the residential students.</li> </ul>	<ul style="list-style-type: none"> <li><b>Has a residential program that has articulated its beliefs and assumptions about how students learn and has a written curriculum with defined goals and objectives that addresses the needs of the residential students. (GP 31)</b></li> <li><b>Has a residential program that is integrated into the total life of the school. (GP 32)</b></li> <li><b>Has a residential staff qualified by preparation and/or experience to meet the needs of students under their supervision. (GP 33)</b></li> </ul>
<b>Administrative Practice and Personnel</b>			
<p>The school has a staff that is qualified by preparation and/or experience and an effective organizational structure to carry out school policy and to conduct the school program in accordance with its mission.</p>	<ul style="list-style-type: none"> <li>Is developing clear hiring policies and protocols that are effectively communicated.</li> <li><b>Reviews its compliance with applicable federal and state laws regarding hiring and the maintenance of adequate personnel records. (GP 36)</b></li> <li>Is developing an effective communication system to keep parents informed about the school's program and services.</li> </ul>	<ul style="list-style-type: none"> <li><b>Has clear hiring policies and protocols that are effectively communicated (GP 35).</b></li> <li>Is developing an adequate administrative staff and structure to meet the operational needs of the school.</li> <li>Has written personnel policies, a rudimentary evaluation system, and has initiated an ongoing professional development program.</li> <li><b>Has an effective communication system in place to keep parents informed about the school's program and services. (GP 39)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Has an administrative staff and structure adequate to carry out the operational needs of the school. (GP 34)</b></li> <li><b>Has written personnel policies including descriptions of the evaluation and compensation systems. (GP 37)</b></li> <li><b>Provides, on a regular basis, opportunities for staff professional development. (GP 38)</b></li> <li><b>Has established policies and procedures for members of the school community to participate in the life of the school. (GP 40)</b></li> <li><b>Interacts constructively with the community in which it is located and avails itself of community resources. (GP 41)</b></li> </ul>

<b>Major Standard</b>	<b>Expectations</b>	<b>Expectations</b>	<b>Expectations</b>
<b>Students</b>	<i>A Subscriber School...</i>	<i>A Candidate Member...</i>	<i>An Accredited Member...</i>
<p>The school has defined those qualities that constitute a "mission appropriate" student, has established policies and procedures for enrollment management that are in keeping with federal non-discrimination regulations, and provides for the welfare of its students.</p>	<ul style="list-style-type: none"> <li>Has defined and continually reviews what constitutes a "mission appropriate" student and has started work on the development of its admission policies and procedures.</li> <li><b>Has a system for the maintenance of accurate records for both current and former students. (GP 44)</b></li> </ul>	<ul style="list-style-type: none"> <li>Has defined what constitutes a diverse student body in accordance with the school's mission and its geographic community.</li> <li>Has started articulating what support services its students may need.</li> </ul>	<ul style="list-style-type: none"> <li><b>Has an established enrollment management program. (GP 42)</b></li> <li><b>Has developed the necessary services to meet the social, emotional, and academic needs of its students. (GP 43)</b></li> </ul>
<b>School Plant</b>			
<p>The school's plant is adequate to support the mission and program of the school and is maintained in a way that is intended to provide a safe and healthy environment.</p>	<ul style="list-style-type: none"> <li>Has access to facilities that adequately meet the immediate enrollment and programmatic needs of the school.</li> <li><b>Gives appropriate priority to operating its buildings, equipment, and grounds in a safe manner. (GP 45)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrates an ability to sustain the school's current plant and location for a three to five year period, or alternatively, has a realistic and sustainable plan for change of plant or location. (GP 46)</b></li> <li>Demonstrates budgeting practices and adequate asset allocation to support plant occupancy and maintenance.</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrates long-range facilities planning that is incorporated into the school's strategic and long-range financial plans and addresses plant maintenance, improvement, or expansion as correlated with projected enrollment and program growth or institutional development and change. (GP 47)</b></li> </ul>
<b>Health and Safety</b>			
<p>The school has established and effectively implemented policies and procedures that promote a safe and healthy school environment.</p>	<ul style="list-style-type: none"> <li>Has established basic emergency response and crisis procedures.</li> <li>Has basic procedures to deal with injury and illness that are clearly understood by those involved in their implementation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Has written emergency response and crisis procedures and practices them. (GP 49)</b></li> <li><b>Provides supervision and instruction with the goal of reducing hazards to health and safety. (GP 48)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Has written procedures to deal with injury and illness that are shared with faculty, staff, parents, and students. (GP 50)</b></li> <li><b>Regularly reviews procedures dealing with health and safety. (GP 51)</b></li> </ul>