

Mission Statement

We are dedicated to fostering educational excellence and institutional improvement in New England independent schools and to honoring their diversity. To this end, we shepherd each of our schools through a voluntary accreditation process that is structured around carefully considered standards, self-evaluation, peer review, and follow-up by the school.

Adopted by the Commission on Independent Schools November 13, 2001

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Statistical Information

Membership		Elementary/Middle	Secondary/K-12
578	Member Schools	314	264
<u>38</u>	Candidate Schools	<u>21</u>	<u>17</u>
616		332	281

The Commission has twenty members who are divided into two committees:

- Elementary Schools: 8 heads of school, 1 assistant head of school, 1 public member
- Secondary Schools: 8 heads of school, 1 diocesan superintendent, 1 public member

Staff: Director, Executive Assistant to the Director, Assistant to the Director, 2 Associate Directors, and 2 Administrative Assistants

CIS Culture and Issues

Historically, diversity in the types of member schools has defined the culture of CIS: boarding and day, coed and single sex, college prep and special needs, etc. The common elements in independent schools are mission driven programs and autonomy in governance. Accreditation is the primary system of accountability for these schools and, for many; it is also the primary impetus towards school improvement.

A credible system of accountability is essential to make the case for independence from government regulation. CIS accreditation is recognized formally by Connecticut, New Hampshire, and Maine and, in practice, by the other New England states. Accredited independent schools are exempt from many state regulations, such as teacher certification and state testing programs. This gives independent schools the freedom to pursue their own distinctive missions. Maintaining recognition by the six New England states is a paramount concern for the Commission.