

Policy for Multi-Campus Schools

The Commission is aware of plans within several of the dioceses of New England to consolidate existing schools in various ways. Some plans call for combining two or more schools into a single school with more than one campus. The Commission recognizes that such arrangements may make sense for administrative, governance, and/or financial reasons. However, the Commission reserves the right to determine how it will view these new entities for purposes of accreditation.

The Commission has adopted the following policy:

The Commission will regard each campus location as a separate school for purposes of accreditation (reports, visits, dues, etc.) regardless of nomenclature suggesting one school on more than one campus.

A school may demonstrate that the multiple campuses are in fact one school by documenting in writing on the attached form how each of the Commission's 15 Standards for Accreditation is met by the multi-campus entity as though it were a single school. Upon receipt of the report, the Commission will review the information at its next scheduled meeting, make a determination, and notify the school in writing of its decision.

Adopted by unanimous vote of the Commission on Independent Schools, June 26, 2007.

Application for Recognition as a Single, Multi-Campus School

Standard 1 (Mission): There is congruence between the school's stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels.

Document that the mission of the school applies equally to all campuses.

Standard 2 (Governance): The school has an appropriate system of governance that assures that the school remains true to its mission and that it has the necessary resources to support its present and prospective operations.

Document that the same governance structure, policy, and decision making procedure applies equally to all campuses.

Document that the planning process is the same and fully inclusive of all campuses.

Standard 3 (Enrollment): The admissions process assures that those students who enroll are appropriate, given the school's mission, and are likely to benefit from their experience at the school.

Document that the admissions and tuition assistance policies of the school apply equally to all campuses and that students admitted at earlier grade levels are evaluated as being suitable to continue on to higher grades.

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that stems from the school's beliefs about teaching and learning, is appropriate to support its mission and core values, and is consistent with the needs of the range of students admitted.

Document that the program of the school is consistent and coherent across all campuses and that professional development time is used for all faculty from all campuses to discuss issues of teaching and learning.

Document that the curriculum across all campuses demonstrates continuity from year to year and that attention is paid to transitions between grade levels and/or divisions of the school so as to facilitate passage of students from one level/division to another.

Standard 5 (Experience of the Students): The school actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the school.

Document that the school addresses this standard equally and consistently on all campuses.

Document that the school makes time available on a regular basis for teachers to plan together and to discuss students (both individuals and groups) across all campuses.

Document that the school promotes an equitable, just, and inclusive community across all campuses that inspires students to respect and value diversity and to be active and responsible citizens and has ways to insure that this objective is met.

Standard 6 (Resources to Support the Program): Given the school's mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school's program.

Document that resources are made available on an equal basis across all campuses.

Standard 7 (Early Childhood Program): The early childhood program meets the social, intellectual, and developmental needs of its students by providing appropriate programs, adequate staffing, and sufficient resources and facilities.

Document that the early childhood program, if any, meets this standard.

Standard 8 (Residential Program): The residential program provides for an intentional curriculum, appropriate facilities, engaging activities, and adequate supervision to meet the needs of each student.

Document that the residential program, if any, meets this standard

Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school.

Document that the professional staff operates as a whole across all campuses with regard to evaluation, supervision, professional development, and compensation policies.

Standard 10 (Administration): The administration provides leadership and maintains a structure to facilitate the effective functioning of the school, including the participation of faculty in decision-making.

Document that there is a single administration across all campuses and that the school involves faculty across all campuses in decision-making about the program of the school.

Standard 11 (Evaluation and Assessment): The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning.

Document that the school meets this standard as a single entity across all campuses.

Standard 12 (Health and Safety): The school is a safe and healthy place for students and faculty.

Document that the school meets this standard as a single entity with coordinated policies and practices across all campuses.

Standard 13 (Communication): The school maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation where appropriate.

Document that the school meets this standard as a single entity across all campuses.

Standard 14 (Infrastructure): There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.

Document that the school meets this standard as a single entity across all campuses.

Standard 15 (The Accreditation Process): The school is fully committed to institutional improvement and to the process of accreditation. The school completed an inclusive self-study, conducted in a spirit of full disclosure and following Association guidelines; responds to Commission recommendations and the requirement to meet all Standards; and participates fully in the peer review process, hosting a visiting committee and sending personnel to serve on visiting committees to other institutions.

Document that the school meets this standard as a single entity across all campuses.