



**New England Association of Schools and Colleges
Commission on Independent Schools**

20|20 Process Small-School Protocol Standards and Indicators Selection

School: _____

City: _____ State: _____ Season of Visit: _____

Please check the box next to the Standards and Indicators agreed upon by Head of School and NEASC Director. As a reminder, the last indicator of each chosen Standard must always be selected.

Standard 1: Enrolled Students Align Appropriately with the Mission

- 1.a.** The Mission is demonstrably appropriate for each student in the school.
- 1.b.** The enrollment process aligns with the Mission and values of the school.
- 1.c.** The school identifies and addresses current enrollment trends and challenges.
- 1.d.** The school articulates its “value proposition” in light of enrollment, Mission and societal trends.
- 1.e.** If applicable, the school understands and addresses boarding/homestay trends.
- 1.f.** The school aspires and plans to strengthen its alignment with this Standard.

Standard 2: The Governing Body/Board Assures the School Remains Sustainable and True to its Mission

- 2.a.** With consideration of ‘best practices,’ the Governing Body/Board understands and carries out its responsibilities including overseeing:
 - Mission
 - Value Proposition/Educational quality
 - Fiscal integrity
 - Appropriate support for the Head of School
 - Continuous Planning, always with a three-to-five-year horizon
- 2.b.** The Governing Body/Board effectively assesses its governance practices.
- 2.c.** The Governing Body/Board manages its own leadership transition effectively.
- 2.d.** The Governing Body/Board uses effective policies and procedures to identify, select and mentor new members.
- 2.e.** The Governing Body/Board seeks balanced membership representing the diversity of the community and key areas of expertise, interest, and abilities.
- 2.f.** The Governing Body/Board accurately identifies and addresses significant issues affecting the school’s future.
- 2.g.** The Governing Body/Board appropriately and effectively communicates decisions and actions to the school community.
- 2.h.** The school aspires and plans to strengthen its alignment with this Standard.

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Standard 3: The School's Resources Sufficiently Support Present and Prospective Operation

- 3.a. The school preserves, manages and enhances available financial resources sufficient to support and advance its Mission.
- 3.b. Tuition and other revenue adequately sustain the school's financial viability.
- 3.c. The school accurately identifies current and long-term financial realities and challenges and has a capacity to respond to fiscal emergencies or unforeseen circumstances.
- 3.d. The school's facilities appropriately support the students and programs.
- 3.e. The school undertakes appropriate and effective facilities planning to address needed, intended and/or desired improvements and maintenance.
- 3.f. Technology infrastructure adequately supports both the educational program and institutional operation.
- 3.g. The school's development/advancement program identifies short and long-term goals and strives to achieve them.
- 3.h. The school aspires and plans to strengthen its alignment with this Standard.

Standard 4: The School Assures that the Adult Community is Qualified and Organized to Implement the Mission

- 4.a. The faculty and staff are demonstrably qualified to carry out their duties.
- 4.b. There are sufficient numbers of qualified faculty and staff to support the Mission of the school.
- 4.c. The faculty and staff are properly organized to implement the Mission.
- 4.d. Personnel and hiring policies and procedures effectively and ethically ensure that all employees can support the school's Mission and culture.
- 4.e. The school has specific, inviolable procedures to check the legal and professional background of all employees and of the other adults who may come into regular contact with students.
- 4.f. The school aspires and plans to strengthen its alignment with this Standard.

Standard 5: A Proactive Culture of Health and Safety Permeates the School

- 5.a. The school's culture of health and safety reflects the intentions of the *NEASC/CIS Health and Safety Considerations*.
- 5.b. In its annual review of the *NEASC/CIS Health and Safety Considerations*, the school has a process in place to accurately and regularly identify and address any area(s) warranting immediate and/or long-term attention.
- 5.c. School leadership clearly and specifically cultivates a culture of health and safety within the entire school community.
- 5.d. The school aspires and plans to strengthen its alignment with this Standard.

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- Standard 6: Proprietary Schools Ensure Effective Leadership, Clear Organizational Structure, and the Necessary Resources to Successfully Execute the Mission of the School for the Foreseeable Future** *(Note: This Standard applies to for-profit schools only. Not-for-profit schools need not respond.)*
 - 6.a.** The owner and governing body share the values and Mission of the school and are committed to long-term growth.
 - 6.b.** The owner/governing body establishes and maintains policy-making processes with provisions for the participation of all stakeholders, as appropriate.
 - 6.c.** The school establishes and follows policies applicable to ownership that address conflicts of interest and provide protection against malfeasance by persons exercising control over the school.
 - 6.d.** There is a clear description for legal and tax purposes of the school's form of organization, and a clear organizational chart that defines the roles and responsibilities of the school's owner/governing body, administration, faculty and staff.
 - 6.e.** One person is designated as the chief administrator (Head, Principal, President, etc.) of the school; this person may be the owner.
 - 6.f.** The designated chief administrator is evaluated on an annual basis.
 - 6.g.** The Governing Body/Board includes members who represent the public interest, who have no contractual, employment or personal financial interest in the institution. Public representatives should be free from present or potential conflict of interest.
 - 6.h.** The school has a provision for thoughtful, deliberate and transparent leadership transition. This is particularly important when the school leader and school owner are the same person.

- Standard 7: Commitment to Mission and Core Beliefs Informs Decisions, Guides Initiatives and Aligns with the Students' Needs and Aspirations**
 - 7.a.** Mission permeates the school's culture and climate.
 - 7.b.** The school annually assesses the Mission's relevance.
 - 7.c.** The school effectively communicates the Mission to faculty, students, families and the larger community.
 - 7.d.** Internal and external communications genuinely reflect the Mission and Core Values.
 - 7.e.** The school aspires and plans to strengthen its alignment with this Standard.

- Standard 8: Commitment to Inspiration and Support Characterizes the Approach to Each Student**
 - 8.a.** Students learn the personal qualities necessary to achieve independence and develop confidence.
 - 8.b.** The school recognizes, values and nurtures the unique reality of every student at each stage of his/her development.
 - 8.c.** School culture promotes and celebrates the essential equity and inclusion of all students.
 - 8.d.** The faculty regularly monitors each student's social and emotional development.
 - 8.e.** Students' perspectives and opinions are appropriately heard and addressed.
 - 8.f.** Students and parents as necessary can access support to address their respective needs.
 - 8.g.** Students are encouraged to engage actively in the life of the school.
 - 8.h.** The school strives to understand and respond to the realities of students' social and emotional experiences within and outside the school.
 - 8.i.** The school aspires and plans to strengthen its alignment with this Standard.

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Standard 9: Commitment to Excellence Distinguishes the Program

- 9.a.** The school's culture nurtures and promotes excellence in each component of the program.
- 9.b.** The program consistently reflects the Mission.
- 9.c.** Curriculum planning supports the school's core beliefs and the needs of the students.
- 9.d.** Written curriculum aligns horizontally and vertically.
- 9.e.** Faculty regularly discuss and demonstrably seek to implement the most effective curriculum.
- 9.f.** Current curriculum content and pedagogical research informs the program and instructional practices.
- 9.g.** Media and technology resource services support the program and meet the needs of the students and faculty.
- 9.h.** Faculty use formative and summative assessment appropriately to promote learning and monitor growth.
- 9.i.** The program supports a range of learning styles and developmental levels.
- 9.j.** Every aspect of the program reflects awareness of and commitment to equity, justice and inclusion.
- 9.k.** The school's international programs or partnerships (if applicable) are aligned with the school's Mission and meet the needs of all engaged in or affected by them.
- 9.l.** The school aspires and plans to strengthen its alignment with this Standard.

Standard 10: Commitment to Continuous Professional Development Permeates the Adult Culture

- 10.a.** The school values and encourages research, reflection and innovation.
- 10.b.** The school fosters positive relationships and thoughtful professional collaboration.
- 10.c.** Successful professional development planning aligns the needs of the school and the individual teachers at all career stages.
- 10.d.** The school's leadership and faculty participate in NEASC peer review visits.
- 10.e.** The school's professional evaluation and assessment of all personnel assures effective implementation of their responsibilities.
- 10.f.** School personnel understand their decision-making roles and responsibilities.
- 10.g.** Lines of authority and communication are clear and effective.
- 10.h.** The school aspires and plans to strengthen its alignment with this Standard.

Standard 11: Commitment to Engaging with the Greater Community Enhances Student Experience

- 11.a.** The school effectively communicates and collaborates with families around their children's development.
- 11.b.** The school and the local community interact to their mutual benefit.
- 11.c.** The school effectively engages with its alumni and friends.
- 11.d.** The school is committed to broadening students' perspectives.
- 11.e.** The school aspires and plans to strengthen its alignment with this Standard.

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- Standard 12: Commitment to Meeting the Needs of Each Student Drives the Residential Program**
 - 12.a.** The Residential Program is consistent with the Mission of the school.
 - 12.b.** Residential staff are appropriately qualified and assigned to meet the needs of students under their care and supervision.
 - 12.c.** The Residential Program, including evening, weekend and vacation activities is integrated into the total life of the school and promotes appropriate interaction with day students.
 - 12.d.** The school provides for the needs of a wide range of students.
 - 12.e.** The residential spaces include technology infrastructure and support and ensure that policies and procedures are consistent with the school's overall technology plan and acceptable use policy.
 - 12.f.** There are clearly stated, written, and understood expectations for residential students and staff.
 - 12.g.** Students are included periodically in planning and developing policies, expectations and programs.
 - 12.h.** Residential staff are appropriately housed in ways which enhance the experience of the students, faculty and families.
 - 12.i.** The school aspires and plans to strengthen its alignment with this Standard.

- Standard 13: Commitment to the Health and Well-Being of Each Student Guides the School's Homestay Program**
 - 13.a.** The school is ultimately responsible for the health and well-being of each homestay student and assigns appropriate school personnel to assure their welfare.
 - 13.b.** The Homestay Program is consistent with the Mission of the school.
 - 13.c.** The school has a formal understanding with homestay families if there is a direct placement or with an agency that provides homestay placements. This understanding should detail the ethical and legal responsibilities of the school, the host families and the students.
 - 13.d.** The school can assure that homestay facilities are safe and clean and provide sufficient and appropriate living space.
 - 13.e.** There is a clearly defined process in place to assure appropriate screening of host families including background checks, and a process for matching student and family interests.
 - 13.f.** The school has clearly stated, written, and understood expectations for the school, host families, and students regarding the student academic program and experiences both during the school week and on weekends and vacations, and these expectations and responsibilities are published and disseminated in a school handbook.
 - 13.g.** The school has a well-defined process to include students, host families and appropriate school personnel to regularly review the Homestay Program and the experience of the students.
 - 13.h.** The school has procedures in place to integrate international and other students living in homestay situations into the school's social and academic fabric.
 - 13.i.** Students are included periodically in planning and developing policies, expectations, and programs.
 - 13.j.** The school ensures that homestay students have a family experience and their social and personal lives outside of school are both safe and rewarding.
 - 13.k.** The school aspires and plans to strengthen its alignment with this Standard.

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Standard 14: Commitment to Long-Term Viability and Innovation Guides Planning

- 14.a.** The school engages in thoughtful, realistic, thorough and continuous planning.
- 14.b.** The school conducts research and collects data to inform planning.
- 14.c.** Goals and plans are appropriately adjusted in light of actual experience and unanticipated realities.
- 14.d.** The school clearly identifies challenges that must be addressed to insure sustainability.
- 14.e.** The school possesses the capacity, competence and commitment to effect its goals.
- 14.f.** The school considers issues of diversity, equity and inclusion in its planning.
- 14.g.** The school celebrates accomplishments and programs contributing to identity and legacy.
- 14.h.** The school's written Long Range/Strategic Plan includes timelines, methods of assessment (including designation of completion from "undone" to "finished"), individuals responsible for execution and clear financial implications.
- 14.i.** The school aspires and plans to strengthen its alignment with this Standard.

Head of School Signature _____ **Date** _____

NEASC Director Signature _____ **Date** _____