2018 Accreditation Rubric

A school with a full academic program and located within NWAIS' eight member states may join the Association only if it commits to pursuing NWAIS accreditation and abides by the NWAIS Core Values and Essential Characteristics. The accompanying chart assists the Association's Executive Director in determining a school's appropriate affiliation status. These areas are mapped out according to where the Association expects a school to be in its developmental stage relative to each NWAIS affiliation category – Subscriber School, Candidate Member or Accredited Member.

Please use the check boxes to show where the school is relative to each Indicator or Demonstration of Success (DS).

A school should assess its compliance for all three categories of affiliation. It is not unusual for a school to be meeting expectations under the different levels of affiliation. However, a school meeting all of the expectations underneath a particular affiliation category will in all likelihood be placed in that affiliation category. The Executive Director will help determine key benchmarks for a school to reach prior to moving to the next level of affiliation. For a current NWAIS school seeking to move from one category of affiliation to another, the school should be meeting all of the expectations outlined in its current category of affiliation and almost all of the expectations of the category into which they wish to move before gaining that affiliation status.

NWAIS

Northwest Association
of Independent Schools

SELF STUDY PROCESS: The school has conducted a self study that provides for reflection and for broad participation of the school community in a way that illustrates the school's commitment to continual school improvement.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school commits to an approach of ongoing school improvement, and as part of this process, the school strives to meet all NWAIS Core Values and Essential Characteristics.	☐ The school continues to move toward gaining accreditation by illustrating ongoing school improvement, and as part of this process, the school takes specific steps to meet all NWAIS Core Values and Essential Characteristics.	☐ Indicator 1: The school has conducted its self study process in a way that assures that the responses to each section are the result of perspectives of people from both within and outside of the area being reviewed.
☐ The school commits to gaining accreditation by using the NWAIS Self Study Manual as a guide in the development of its overall program.	☐ The school continues to pursue accreditation by using the NWAIS Self Study Manual as a guide in the development of its overall program.	☐ Indicator 2: The school has surveyed its faculty and staff, students, parents, and, if appropriate, alumni within three years of its accreditation visit for the purpose of reflection and continual improvement.
n/a	n/a	☐ Indicator 3: The school has addressed all Major Recommendations from its previous accreditation visit (only for schools pursuing re-accreditation).

SCHOOL MISSION AND CULTURE: The school has a clearly articulated mission statement that defines its purpose and shapes its intentional culture.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school reviews its mission, as needed.		☐ DS A: The school engages in a periodic review of its mission statement.
☐ DS B: The school has a clear mission that is effectively communicated.		
☐ The school begins to assess the relevance of its mission and to educate its constituencies about the role of mission in the school's development.	☐ The school continues to assess the relevance of its mission and to educate its constituencies about the role of mission in the school's development.	☐ DS C: The mission guides the school's policy, practice and procedures.
☐ The school continues to assess the relevance of its mission and to educate its constituencies about the role of mission in the school's development.	☐ The school continues to assess the relevance of its mission and to educate its constituencies about the role of mission in the school's development.	☐ DS D: The school and its Board have utilized its mission as the starting point in the Self Study process.
☐ The school is mindful of the culture it is creating.	☐ The school is developing an understanding of its own culture	☐ DS E: There is an intentional school culture
☐ The school is mindful of how its culture relates to the school's mission.	☐ The school is developing a culture aligned with its mission.	☐ DS F: There is a strong correlation between the stated mission of the school and the culture that exists in the school.

COMMITMENT TO CARE: DIVERSITY, EQUITY AND INCLUSION: The school has created and continues to foster a program, culture and inclusive community of students, families, trustees, faculty and staff that embrace diverse perspectives, cultures, backgrounds and identities. The school has made a commitment to care for all members of its community.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school commits to providing an overall program that honors diverse perspectives and backgrounds.	☐ DS A: The school has articulated the value of diversity for the school.	
☐ The school is beginning to develop an understanding of what might constitute a diverse student body in accordance with the school's mission.	☐ The school is developing an understanding of what might constitute a diverse student body in accordance with the school's mission.	☐ DS B: The school has defined what constitutes a diverse student body in accordance with the school's mission and the NWAIS Core Value of Commitment to Diversity.
☐ The school commits to developing efforts to address the need for diversity through hiring of staff appropriate to its mission statement and its definition of diversity.	☐ The school has begun efforts in the hiring of staff that will strengthen the overall program through allowing students access to diverse perspectives.	☐ DS C: The school has defined what constitutes a diverse staff and Board in accordance with the school's mission and the NWAIS Core Value of Commitment to Diversity.
☐ The school has identified areas where its non-discrimination statement does not meet the NWAIS requirements for member schools.	☐ The school has begun to align its non-discrimination statement to the NWAIS requirement for member schools.	☐ DS D: The school's non-discrimination statement meets current NWAIS requirements for member schools.
☐ The school has begun identifying goals in the areas of diversity, equity and inclusion.	☐ The school continues to design strategies for meeting goals in the areas of diversity, equity and inclusion.	☐ DS E: The school has a program and/or plan addressing the areas of diversity, equity and inclusion that includes clear goals, strategies and criteria for evaluation of success.

SCHOOL PROGRAM: The school provides a mission-congruent educational program that promotes the development of its students and is in keeping with NWAIS core values. The program benefits from ongoing evaluation and research, is supported by necessary resources and services, and provides for the assessment of student progress consistent with the school's mission.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school is developing a written curriculum for each program area.	☐ The school has begun using the written curriculum to assess cohesion and consistency across and within all program areas.	☐ DS A: The school has a written curriculum that ensures cohesion and consistency across and within all program areas. This document reflects a shared educational philosophy and desired student outcomes.
☐ The school is developing procedures for the assessment and communication of student progress and/or development.	☐ DS B: The school has clear and effective procedures for the assessment and communication of student progress and/or development.	
☐ The school is beginning to develop a process for reviewing and revising the components of its educational program.	☐ The school is developing a process for reviewing and revising the components of its educational program.	☐ DS C: The school engages in formal review and revision of each component of the curriculum and co-curriculum at least once per accreditation cycle.
☐ The school has articulated a shared set of underlying beliefs of how students learn.	☐ The school is developing a process for assessing the congruence between the school's educational program and its shared set of beliefs.	☐ DS D: The school's overall educational program and instructional practices stem from a shared set of underlying beliefs.
☐ The school is beginning to reflect upon what constitutes excellence in teaching in a way that is appropriate to the mission of the school.	☐ DS E: The school has reflected upon what constitutes excellence in teaching in a way that is appropriate to the mission of the school.	
☐ The school is identifying the necessary services to nurture, support and meet the social, emotional, physical and learning needs of its students.	☐ The school is developing the necessary services to nurture, support and meet the social, emotional, physical and learning needs of its students.	☐ DS F: The school has the necessary services to nurture, support and meet the social, emotional, physical and learning needs of its students.
☐ The school is identifying the necessary resources to support the overall educational program.	☐ The school is developing the necessary resources to support the overall educational program.	☐ DS G: The school provides sufficient resources to support the educational program.

RESIDENTIAL, HOMESTAY AND EXCHANGE PROGRAMS: The residential, homestay and exchange programs provides a caring, thoughtfully planned and mission consistent experience for students.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school is developing the criteria for evaluating how well the residential, homestay and exchange program aligns with the school's mission and culture.	☐ The school evaluates how well the residential, homestay and exchange program aligns with the school's mission and culture, as needed.	☐ DS A: The school regularly evaluates how well the residential, homestay and exchange programs aligns with the school's mission and culture.
☐ The school has an initial understanding of what type of students would be best served by its residential, homestay and exchange programs.	☐ The school is developing a definition of what it means by a mission-appropriate student for its residential, homestay and exchange programs.	☐ DS B: The school identifies and enrolls mission-appropriate students for its residential, homestay and exchange programs.
☐ The school is identifying the necessary structures to integrate residential, homestay and exchange programs and their students into the life of the school and to cultivate positive and meaningful connection between residential, exchange and day students, fostered by their shared experiences of school life.	☐ The school is developing the necessary structures to integrate residential, homestay and exchange programs and their students into the life of the school and to cultivate positive and meaningful connection between residential, exchange and day students, fostered by their shared experiences of school life.	☐ DS C: The residential, homestay and exchange programs and their students are integrated into the life of the school and there is positive and meaningful connection between residential, exchange and day students, fostered by their shared experiences of school life.
☐ The school is identifying the necessary resources to meet the needs of residential, homestay and exchange students.	☐ The school is developing the necessary resources to meet the needs of residential, homestay and exchange students.	☐ DS D: The school allocates adequate resources to meet the needs of residential, homestay and exchange students.
☐ DS E: Residential, homestay and exchange students have access to and utilize advisors, counseling resources, and health services.		
☐ The school is developing a written curriculum for the residential, homestay and exchange programs.	☐ The school has begun using the written curriculum to provide thoughtful programming and activities for students after class hours and on weekends are mission-driven, with a clear rationale based on the school's priorities for the independence and social development of its students.	☐ DS F: The residential, homestay and exchange programs have intentionally written curricula with defined goals and objectives. Thoughtful programming and activities for students after class hours and on weekends are mission-driven, with a clear rationale based on the school's priorities for the independence and social development of its students.

☐ Residential staff are well trained and highly qualified. The school is developing training based on values and goals for the residential student experience.	☐ The school is developing clearly articulated responsibilities for the residential staff who are well trained and highly qualified. The school is developing staff training based on an explicit set of values and goals for the residential student experience.	☐ DS G: There are clearly articulated responsibilities for the residential staff who are well trained and highly qualified. Staff training is based on an explicit set of values and goals for the residential student experience.
☐ The Board has begun developing basic policies for residential, homestay and exchange programs.	☐ The Board is developing policies and procedures for residential, homestay and exchange programs.	☐ DS H: There are comprehensive, well developed residential, homestay and exchange policies that are consistently applied and regularly reviewed.
☐ The school has begun developing effective systems for formal and informal communications with parents of residential, homestay and exchange students.	☐ The school is developing systems for effective systems for formal and informal communications with parents of residential, homestay and exchange students.	☐ DS I: The school has effective systems for formal and informal communications with parents of residential, homestay and exchange students.
☐ The school is developing has formal written agreement(s) for students, guardians and host families that define expectations and responsibilities, and address health, safety and wellness.	☐ DS J: The school has formal written agreement(s) for students, guardians and host families that define expectations and responsibilities, and address health, safety and wellness.	
☐ DS K: Homestay families are aware of and can access a liaison at the school at all times.		

Governance: NWAIS schools are self-governing and self-supporting with a leadership structure consisting of a Board and Head of School operating in a collaborative partnership which provides effective oversight, planning and resource development to sustain and promote the school's mission and vision. The Board delegates management of the school's operations to the Head of School.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ DS A: The Board develops and promotes the school mission and advances the school's implementation of that mission.		
☐ The school has established itself as a 501(c)(3) 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.	☐ DS B: The Board delegates the appropriate authority necessary for the Head of School to effectively lead the day-to-day operations of the school.	
☐ The school has begun to identify the strategic issues facing the school.	☐ The school has begun to develop plans that address the strategic issues facing the school.	☐ DS C: The Board and Head of School engage in long-range and strategic thinking as illustrated by having a strategic plan aligned with a financial plan that covers at least a three-year period and that drives the annual work of the school's leadership.
☐ The Board is developing an understanding of its fiduciary responsibility for the current and future financial health of the school.	☐ The Board is beginning to take a strategic role in assuming its fiduciary responsibility for the current and future financial health of the school.	☐ DS D: The Board assumes fiduciary responsibility for the current and future financial health of the school.
☐ The Board recognizes its role in ensuring the success of the school's NWAIS Commitment to Care in support of the school's mission and culture.	☐ DS E: The Board plays a leadership role in ensuring the success of the school's NWAIS Commitment to Care in support of the school's mission and culture.	
☐ DS F: The Head of School keeps the Board informed about important trends, areas of concern and potential opportunities.		

☐ The Board is developing an understanding of its strategic role in fundraising.	☐ The Board is beginning to take a strategic role in fundraising.	☐ DS G: The Board plays a leadership role in ensuring the success of the school's fundraising programs through its individual and collective efforts to strategize, donate and solicit funds and other resources.
☐ The Board is aware of the need for a leadership succession plan that provides for stability in transitions of leadership for itself and its Head of School.	☐ The Board is actively developing a leadership succession plan that provides for stability in transitions of leadership for itself and its Head of School.	☐ DS H:The Board has a leadership succession plan in place that provides for stability in transitions of leadership for itself and its Head of school.
☐ The Board is developing an understanding of the usefulness of quantitative and qualitative data in decision-making.	☐ The Board has begun to use quantitative and qualitative data in decision-making.	☐ DS I: The Board uses analysis, and quantitative and qualitative data in decision-making.
☐ The Board is developing a process to assess and improve its own effectiveness.	☐ The Board engages in processes to assess and improve its own effectiveness.	☐ DS J: The Board regularly engages in processes to assess and improve its own effectiveness.
☐ The Board is developing processes to assess and improve the effectiveness of the Head of School. The Board is aware of its role in supporting, guiding, evaluating and compensating the Head of School.	☐ The Board engages in processes to assess and improve the effectiveness of the Head of School. The Board supports, guides, evaluates and appropriately compensates the Head of School.	☐ DS K: The Board regularly engages in processes to assess and improve the effectiveness of the Head of School. The Board ensures that the Head of School receives appropriate support, guidance, evaluation and compensation. The Board systematically engages in a review of the Head of School's contract and compensation.
☐ The Board has begun developing basic policies for orienting and continually educating its members.	☐ The Board is developing policies and procedures for orienting and continually educating its members.	☐ DS L: The Board has regularly-reviewed policies, procedures and practices in place for orienting and continually educating its members. These policies include a formal conflict of interest policy and letter, and confidentiality agreement that is signed annually by all trustees.

☐ DS M: The Board keeps records of its meetings, committees, policies and decisions, keeps its deliberations confidential while effectively communicating its work, as appropriate.		
☐ The Board is aware of the need to determine if it is of the appropriate size, composition, diversity and structure to achieve essential governance duties and support organization priorities, and the need for a committee structure to support its work.	☐ The Board is developing tools to determine if it is of appropriate size, composition, diversity and structure to achieve essential governance duties and support organization priorities. The Board is developing the appropriate committee structure to support its work.	☐ DS N: The Board is of appropriate size, composition, diversity and structure to achieve essential governance duties and support organization priorities. The Board has the appropriate committee structure to support its work.
☐ DS O: The school's articles of incorporation and bylaws define and direct the school's institutional leadership structure, policies, and procedures, and are in alignment with current practices and the school's mission.		

ADMINISTRATION: The school has an effective administration to lead and manage its program in accordance with its mission, strategic plan and policies.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school has begun developing effective administrative structure that covers the essential areas of school leadership, development, institutional advancement, enrollment management, school operations, financial management, and academic leadership.	☐ The school is developing an effective administrative structure that covers the essential areas of school leadership, development, institutional advancement, enrollment management, school operations, financial management, and academic leadership.	☐ DS A: The school has created an effective administrative structure that covers the essential areas of school leadership, development, institutional advancement, enrollment management, school operations, financial management, and academic leadership.
☐ The school is identifying the necessary resources to support the overall educational program.	☐ The school is developing the necessary resources to support the overall educational program	☐ DS B: The school's administration has sufficient resources to conduct the school's program.
☐ The administrative team is identifying the strategic priorities of the school that will be reflected in a strategic plan.	☐ The administrative team considers the strategic plan of the school.	☐ DS C: The administrative team advances the strategic plan of the school.
☐ The school's administrators are developing the capacity to provide direction and deploy resources to sustain and improve curricular and co-curricular programs and to make the student learning experience as positive as possible.	☐ DS D: The school's administrative leaders provide direction and deploy resources to sustain and improve curricular and co-curricular programs and to make the student learning experience as positive as possible.	
☐ The administrators have begun developing communication channels available to students, parents, faculty, and staff to offer suggestions and voice concerns.	☐ The administrators are developing the communication channels available to students, parents, faculty, and staff to offer suggestions and voice concerns.	☐ DS E: The administration ensures that there are communication channels available to students, parents, faculty, and staff to offer suggestions and voice concerns.

FINANCE: The school practices sound financial management and its financial operations, resources, planning, and oversight are adequate to support the school's mission and vision and to sustain the school's long-term viability and stability.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school is developing adequate financial resources to support its operations.		☐ DS A: The school has adequate financial resources and debt management strategies to support its operations and long-term sustainability. The school meets its financial obligations without using advanced tuition deposits, an endowment corpus or a line of credit
☐ The school has begun to identify possible areas of financial opportunity and risk, and is developing the capacity to provide oversight and guidance in this area.	☐ The school is developing policies and practices that allow the Board to provide oversite and guidance regarding financial operations and risk management.	☐ DS B: The school has policies, practices and expertise sufficient for the Board to provide oversight and guidance regarding financial operations and risk management.
☐ The school is developing policies for the regular review of financial, investment, endowment spending and risk management policies.	☐ The school is formalizing policies for the regular review of financial, investment, endowment spending and risk management policies.	☐ DS C: The school engages in a regular review of financial, investment, endowment spending and risk management policies.
☐ The school has begun to develop a multi-year financial planning process that takes into account strategic initiatives and drive the annual budgeting process.	☐ The school has a multi-year financial planning process that takes into account strategic initiatives and drives the annual budgeting process.	☐ DS D: The school's financial planning process assures the long-term viability of the school through a financial plan that covers at least a three-year period, reflects reasonable enrollment and fundraising projections, supports the school's strategic plan, and drives the development of the school's annual budget.

☐ The school conducts financial reviews annually.	☐ The school has conducted an independent full opinioned audit prior to applying as a Candidate Member.	☐ DS E: The school completes a full independent audit twice during an accreditation cycle no more than four years apart (one of which must cover the fiscal year prior to the accreditation evaluation) that addresses issues raised in the management letter, if applicable. The Board formally reviews and accepts the annual audit or financial review.
☐ The school is developing its understanding of the need for building financial reserves for long-term needs, such as facilities, operations or technology, and unforeseen financial emergencies.	☐ The school is developing the policy and practice of building financial reserves for long-term needs, such as facilities, operations or technology, and unforeseen financial emergencies.	☐ DS F: The school has a policy and practice of building financial reserves for long-term needs, such as facilities, operations or technology, and unforeseen financial emergencies.
☐ The school is aware of the importance of an inclusive budget process that reflects its mission and culture.	☐ The school is developing an inclusive budget process that reflects its mission and culture.	☐ DS G: The school engages in an inclusive budget process that reflects its mission and culture.
☐ The school is beginning to understand the need for a sustainable financial assistance (financial aid, discounts, tuition remission and scholarships) policies and procedures.	☐ The school is developing sustainable financial assistance (financial aid, discounts, tuition remission and scholarships) policies and procedures.	☐ DS H: The school has sustainable financial assistance (financial aid, discounts, tuition remission and scholarships) policies and procedures.
☐ The school has established its compensation packages in light of its philosophy and goals, and recruitment and retention strategies.	☐ The school is developing a process to review and, as necessary, revise compensation packages in light of its philosophy and goals, and recruitment and retention strategies.	☐ DS I: The school regularly reviews compensation packages in light of its philosophy and goals, and recruitment and retention strategies.

INSTITUTIONAL ADVANCEMENT: The school has an institutional advancement program that sufficiently supports the mission and program of the school.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school is educating itself about the importance and impact of communications, marketing, and development on its future success.	☐ The school is developing its institutional advancement program so that it supports the mission and program of the school.	☐ Indicator 4: The school's institutional advancement program is designed and operated in a way that supports the mission and program of the school.
	☐ The school has started identifying the resources necessary to conduct its institutional advancement program.	☐ Indicator 5: The school has sufficient resources to conduct its institutional advancement program.
	☐ The school is developing a process to review its institutional advancement management program on a regular basis and revises it as needed.	☐ Indicator 6: The school reviews its institutional advancement management program on a regular basis and revises it as needed.
☐ The school is beginning to interact constructively with its community and is beginning to avail itself of community resources.	☐ Indicator 7: The school interacts constructively with its community and avails itself of community resources.	

ENROLLMENT MANAGEMENT: The school has defined what it means by a mission appropriate student and has an enrollment management program that sufficiently supports the mission and program of the school.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school has an initial understanding of what type of students would be best served by the school.	☐ The school is developing a definition of what it means by a mission appropriate student.	☐ Indicator 7: The school has defined what it means by a mission appropriate student.
☐ The school is developing an admissions process.	☐ The school is developing its enrollment management program so that it supports the school's mission and program.	☐ Indicator 8: The school has an enrollment management program that is designed and operated in a way that supports the school's mission and program.
☐ The school is educating itself on the role of financial assistance as it enrolls students.	☐ The school is developing its financial assistance program so that it supports the school's enrollment management program.	☐ Indicator 9: The school has a financial assistance program that is designed and operated in a way that supports the school's enrollment management program.
☐ The school annually identifies the desired number of students it intends to enroll.	☐ Indicator 10: The school has determined the desired number of students and achievable enrollment targets for the next three years or longer.	
☐ The school has started identifying the resources necessary to run its admissions process.	☐ The school has started identifying the resources necessary to conduct its enrollment management program	☐ Indicator 11: The school has sufficient resources to conduct its enrollment management program.

HUMAN RESOURCES: The school has policies and practices in place to recruit and retain employees who are well qualified, adequately compensated, appropriately supported through effective evaluation and strong professional development, and are sufficient in number to support the school's efforts to achieve its mission.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school is building of the need for an effective employee organizational structure and hiring practices for achieving the school's mission, carrying out school policy, and conducting the program of the school.	☐ The school is refining an effective employee organizational structure and hiring practices for achieving the school's mission, carrying out school policy, and conducting the program of the school.	☐ DS A: The school has effective employee organizational structure and hiring practices for achieving the school's mission, carrying out school policy, and conducting the program of the school.
☐ The school has a compensation system that is communicated to all employees (faculty, administrators and support staff).	☐ The school has a compensation system that is communicated to all employees (faculty, administrators and support staff), and reviewed and revised, as necessary.	☐ DS B: The school has a compensation system in place that is communicated to all employees (faculty, administrators and support staff), and reviewed and revised, regularly.
☐ The school has an employee evaluation process that is consistent.	☐ The school is developing an an employee evaluation process that is consistent, regular, well defined, and broadly understood.	☐ DS C: The school has an employee evaluation process that is consistent, regular, well defined, and broadly understood.
☐ The school is identifying what is needed for a professional development program for all employees that is aligned with the strategic priorities of the school.	☐ The school is developing the necessary resources to provide a professional development program for all employees that is aligned with the strategic priorities of the school.	☐ DS D: The school has an adequately resourced professional development program for all employees that is aligned with the strategic priorities of the school.
☐ DS E: The school regularly reviews its compliance with applicable employment-related federal, state and local laws. Any changes are communicated to the appropriate, staff as needed.		
☐ The school communicates essential human resources information to employees.	☐ The school is developing an effective process for communicating essential human resources information to employees.	☐ DS F: The school has an effective process for communicating essential human resources information to employees.

☐ The school is identifying its staffing needs.	☐ The school is developing the adequate levels of staffing and is building a diverse, qualified and mission-aligned staff and faculty.	☐ DS G: The school has adequate levels of staffing and retains a diverse, qualified and mission-aligned staff and faculty.
☐ The school has a process for employees to express work-related concerns to their supervisor or other appropriate school personnel.	☐ The school is developing a transparent process for employees to express work-related concerns to their supervisor or other appropriate school personnel.	☐ DS H: The school has a transparent process for employees to express work-related concerns to their supervisor or other appropriate school personnel.

☐ DS I: The school has recruitment policies, procedures and practices to vet all current and prospective employees and volunteers who work with children and young adults in a school setting. [Please note there are sample questions included in this Standard of the Self Study Manual.]

SCHOOL CAMPUS AND FACILITIES: The school's facilities and infrastructure support the mission and program of the school and are maintained over time in a manner that is sustainable and responsive to changing needs.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ DS A: The school's physical plant supports the school's program in a manner consistent with its mission.		
☐ The school has, is developing or has plans to develop a plant that will be sustainable.	☐ The school has or is developing a plant that will be sustainable.	☐ DS B: The school has a guaranteed location for at least a five-year period, or alternatively, has a realistic and sustainable plan for change of plant or location.
☐ The school is beginning to understand the need for long-range facilities planning that is incorporated into strategic and long-range financial plans.	☐ The school is beginning long-range facilities planning that is incorporated into the school's strategic and long-range financial plans and addresses plant maintenance, improvement or expansion that correlate with projected enrollment, program growth, or institutional development and change.	☐ DS C: The school's long-range facilities planning is incorporated into the school's strategic and long-range financial plans and reviewed on a regular basis. Facilities planning addresses campus maintenance, improvement or expansion, and is correlated with projected enrollment, staffing needs, program growth, and/or institutional development and change.
☐ The school is developing annual and long-range budgeting practices and adequate asset allocation to support plant occupancy, maintenance, and safety.		☐ DS D: The school's annual budget provides adequate asset allocation to support plant occupancy, repairs, maintenance, and safety
☐ DS E: The school has sufficient personnel, training procedures and financial resources to adequately and safely maintain the campus and facilities.		
☐ DS F: The school manages traffic, parking and safety in ways that are controlled and respectful of the surrounding community.		
☐ DS G: The school makes ongoing efforts to mitigate its environmental impact.		
☐ The school is developing a system for reporting, prioritizing and responding to safety issues, repairs and maintenance concerns of the campus and facilities.		☐ DS H: There is a system for reporting, prioritizing and responding to safety issues, repairs and maintenance concerns of the campus and facilities.

☐ The school is developing a process to evaluate the cost, benefit and mission-appropriateness of technology.	☐ DS I: The school has a process in place to evaluate the cost, benefit and mission-appropriateness of technology.
☐ The school is determining what would be adequate personnel, financial resources, infrastructure and training in place to support the instructional and administrative technology needs of the school.	☐ DS J: There are adequate personnel, financial resources, infrastructure and training in place to support the instructional and administrative technology needs of the school.
☐ The school is determining what would be adequate personnel, financial resources and training to support the technology needs of the core systems of the campus and facilities. (e.g. HVAC, phones, card key, etc.)	☐ DS K: There are adequate personnel, financial resources and training to support the technology needs of the core systems of the campus and facilities. (e.g. HVAC, phones, card key, etc.)

HEALTH, SAFETY AND WELLNESS: The school has established and effectively implemented policies and procedures that promote a socially, emotionally and physically safe and healthy school environment consistent with the mission of the school.

SUBSCRIBER SCHOOL	CANDIDATE MEMBER	ACCREDITED MEMBER
☐ The school identifies risks to operating its buildings, equipment, and grounds in a safe and secure manner for students and adults.	☐ DS A: The school prioritizes operating its buildings, equipment, and grounds in a safe and secure manner for students and adults.	
☐ The school is beginning to develop written policies, procedures and practices to support the ongoing safety of the facilities, equipment and grounds.	☐ The school is refining written policies, procedures and practices to support the ongoing safety of the facilities, equipment and grounds.	☐ DS B: The school has written policies, procedures and practices to support the ongoing safety of the facilities, equipment and grounds.
☐ The school is developing the criteria for evaluating risks to the health and safety of students and develops, reviews, and disseminates policies and procedures with the goal of reducing hazards to health and safety.	☐ The school evaluates risks to the health and safety of students and develops, reviews, and disseminates policies and procedures with the goal of reducing hazards to health and safety, as needed.	☐ DS C: The school regularly evaluates risks to the health and safety of students and develops, reviews, and disseminates policies and procedures with the goal of reducing hazards to health and safety.
☐ The school provides instruction and supervision of students and adults to reduce hazards to health and safety, as needed.	☐ The school provides appropriate instruction and supervision of students and adults to reduce hazards to health and safety, as needed.	☐ DS D: The school provides adequate instruction and supervision of students and adults to reduce hazards to health and safety.
☐ DS E: The school has written procedures to deal with health, accident, injury and illness. These procedures include responses in the event of serious or communicable diseases, allergies and concussions.		
☐ DS F: The school has written emergency and crisis plans and is prepared to implement them. These plans include preparation for both natural disasters and 'man-made' emergencies (e.g earthquake, flood, campus intruder, death of community member, allegation of sexual misconduct, neighborhood crises).		
☐ Schools that have an outdoor education, experiential education or wilderness program, conduct regular safety review proportional to the degree of risk. (Please note that NWAIS is not in the position to determine risk.)	☐ DS G: Schools that have an outdoor education, experiential education or wilderness program, have had an independent safety review proportional to the degree of risk. (Please note that NWAIS is not in the position to determine risk.)	

☐ The school has begun the essential work of maintaining the social, emotional and physical health and safety of students.	☐ The school is developing the necessary resources for the essential work of maintaining the social, emotional and physical health and safety of students.	☐ DS H: The school has adequate resources for the essential work of maintaining the social, emotional and physical health and safety of students.

☐ DS I: The school provides adequate supervision of students in school-related activities during and outside of class time.

☐ DS J: The school intentionally considers the wellness of all employees.

☐ The school is beginning to develop age-appropriate programs that address social emotional learning, wellness and healthy lifestyles.	☐ The school provides regular age-appropriate programs that address social emotional learning, wellness and healthy lifestyles.	☐ DS K: The school provides age-appropriate programs that address social emotional learning, wellness and healthy lifestyles.

☐ DS L: The school has developed and adopted written guidelines for appropriate and inappropriate behavior of adults towards students, students towards other students and adults towards adults. All faculty, staff, and volunteers acknowledge that they have read the written guidelines and agree to abide by it.

☐ DS M: The school has demonstrated its commitment to preventing harm to children and responding appropriately and in a timely fashion, if allegations of harm to children are made.

☐ The school is beginning to develop written and published technology policies regarding safe and acceptable use including adult-student, and student-student communication.	☐ The school is refining its written and published technology policies regarding safe and acceptable use including adult-student, and student-student communication.	☐ DS N: The school has written and published technology policies regarding safe and acceptable use including adult-student, and student-student communication.

☐ DS O: The school informs all adults of the current federal, state and local laws regarding their responsibilities as mandated reporters of abuse.

☐ Preventing Sexual Misconduct ▪ The school has a program of regular, systematic professional training for all adults who have unsupervised contact with students (i.e. volunteers, contractors, faculty and staff) on boundary setting between adults and students, recognition, intervention, reporting and responding to allegations of sexual misconduct, as needed. ▪ The school engages in internal/external reviews and revisions of policies, protocols and practices pertaining to prevention of sexual misconduct, as needed. ▪ The school is developing policies, procedures and practices to promote student and adult safety regarding sexual misconduct on all trips. ▪ The school provides developmentally-appropriate training for students on recognizing and reporting sexual misconduct, as needed.	☐ DS P: Preventing Sexual Misconduct ▪ The school has a scheduled program of regular, systematic professional training for all adults who have unsupervised contact with students (i.e. volunteers, contractors, faculty and staff) on boundary setting between adults and students, recognition, intervention, reporting and responding to allegations of sexual misconduct. ▪ The school engages in periodic internal/external reviews and revisions of policies, protocols and practices pertaining to prevention of sexual misconduct. ▪ The school has policies, procedures and practices to promote student and adult safety regarding sexual misconduct on all trips. ▪ The school regularly provides developmentally-appropriate training for students on recognizing and reporting sexual misconduct.
☐ Reporting Sexual Misconduct ▪ School is developing a system for the internal reporting of sexual misconduct. ▪ The school is developing a critical event plan includes the occurrence or the allegation of sexual misconduct. This plan may include a written procedure for that covers both short term and long-term actions, an identified student safety team with clear roles for its members, a communication plan, a record of actions taken and the identification of community and outside resources for the school and individuals	☐ DS Q: Reporting Sexual Misconduct ▪ School has developed a system for the internal reporting of sexual misconduct. ▪ The school's critical event plan includes the occurrence or the allegation of sexual misconduct. This plan may include a written procedure for that covers both short term and long-term actions, an identified student safety team with clear roles for its members, a communication plan, a record of actions taken and the identification of community and outside resources for the school and individuals.