

**CALIFORNIA ASSOCIATION OF INDEPENDENT SCHOOLS**

and

**THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

---

**PROCEDURES FOR APPRAISING THE  
INDEPENDENT SCHOOL**

---

**Fall 2010 Edition**

**California Association of Independent Schools**  
4450 Lakeside Drive, Suite 375  
Burbank, CA 91505  
818.845.0800  
[www.caisca.org](http://www.caisca.org)

**Western Association of Schools and Colleges  
Accrediting Commission for Schools**  
533 Airport Boulevard, Suite 200  
Burlingame, CA 94010  
650.696.1060  
[www.acswasc.org](http://www.acswasc.org)

# TABLE OF CONTENTS

<b>Introduction</b>	4
<b>Section One: Self-Study Guidelines</b>	5
Suggested Calendar	5
Self-Study Committees	6
Organization of the Self-Study Document	6
Self-Study Coordinator Responsibilities	8
<b>Section Two: The Self-Study Document (K-12)</b>	11
Twelve Criteria Used for the Accreditation of CAIS Schools	12
I. The School’s Philosophy/Purpose	14
II. The Governing Body	16
III. Finances	19
IV. Development/Fund-Raising	22
V. Administration, Faculty, and Staff	24
VI. Students	32
VII. The Community of the School	35
VIII. The Program	38
IX. Residential Life	45
X. The Library, Electronic and Print Resources	48
XI. The School Plant	50
XII. Health and Safety	52
XIII. Action Plan: Summary of Self-Study Findings	55
Statistical Supplement	57
<b>Section Three: Instructions for the Visiting Committee</b>	69
Visiting Committee Member Responsibilities	69
Visiting Committee Chair Responsibilities	72

<b>Section Four: Samples for the Visiting Committee</b>	77
Sample Schedule for the Visit	77
Sample Schedule for a Visit to a Small Elementary School	79
Sample Visiting Committee Report Format	80
Sample Visiting Committee Report Sections	83
Tips: Gathering Reviewing, and Analyzing Data/Information	90
<b>Section Five: Documentation and Justification Statement</b>	95
Explanation of Terms of Accreditation	95
Recommendation for a Term of Accreditation	96
Visiting Committee Ratings	98
Documentation and Justification Statement Format	99
Narrative Rational for the Recommended Term	102

# INTRODUCTION

The California Association of Independent Schools (CAIS) collaborates with the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), in accrediting secondary and K-12 schools. Elementary schools are accredited either by CAIS or by CAIS and WASC. WASC is one of six regional accrediting associations in the United States, and a CAIS representative serves as one of the twenty-five members of the Commission.

This instrument is designed for all independent schools in either a CAIS or CAIS/WASC accreditation process and contains the CAIS/WASC standards and criteria. The emphasis of this protocol is the examination of all aspects of the school's operations, the actual program for students and its impact upon student personal and academic growth with respect to the standards and criteria. This self-study document is an integral part of the accreditation process that focuses on student learning, school improvement, and accountability.

The accreditation process is designed to assist schools in engaging the energies of all community members in reviewing and clarifying the school's purpose and goals for students, in assessing the school's effectiveness in achieving those goals, and in developing plans to accomplish new goals. The school will also develop measurements that will show the degree to which the school's goals for students are achieved. Because each school community is unique, the accreditation process permits the school to use considerable flexibility in its approach to the study yet still be linked to sound components of a quality self-assessment. Through the completion of the accreditation process the school will have:

- involved the school community in a collaborative way;
- clarified the school's purpose and its goals for its students—and the programs, people, and facilities that support them;
- assessed all aspects of the school's operations, the student program and its impact on student personal and academic growth with respect to the criteria and standards;
- developed an Action Plan, as well as an accountability system for monitoring the plan's implementation.

---

## **This document contains five sections:**

1. Self-Study Guidelines
2. The Self-Study K-12 Document (including the CAIS/WASC standards, criteria, and guidelines) and Statistical Supplement
3. Instructions for the Visiting Committee
4. Samples for the Visiting Committee
5. Documentation and Justification Statement

## Section One: Self-Study Guidelines

### SUGGESTED CALENDAR

*Visiting Committee Chairs are generally appointed in the summer before the year of the visits. Visits must be made between January 15 and March 15. CAIS provides the following suggested calendar to develop your self-study document.*

#### **In the Fall of the School Year Prior to the Visit**

---

- Appoint Self-Study Coordinator (often selected one to three months before the following steps are taken)
- Download self-study manual and template from [www.caisca.org](http://www.caisca.org)
- Attend Self-Study Coordinator training (dates and locations on the CAIS website)
- Orient the faculty, board, and staff to the self-study
- Appoint and train all committees
- Compile data for Introduction and Statistical Supplement
- Clarify--and if needed revise--the school's mission, philosophy, and goals for student learning and development.
- Review progress since the last self-study, particularly on recommendations from the last Visiting Committee report.

#### **Year of the Visit**

---

##### **PRIOR TO DECEMBER 1**

- Complete the self-study (**due by December 1**):
  - Gather and analyze data based on CAIS/WASC standards and criteria
  - Synthesize all information/evidence
  - Create the Action Plan (Ch. XIII)
  - Establish a schoolwide follow-up process
  - Compile and edit the final copy
- Mail a hard copy of the self-study to each Visiting Committee member **by December 1**.
- Submit the self-study on CD to the CAIS and WASC offices **by December 1**.
- Arrange the visit schedule, housing and other relevant details, in cooperation with Visiting Committee Chair.

##### **JANUARY 15 – MARCH 15**

- Host the visit for the designated dates between January 15 and March 15.
- Oversee the details of the visit in collaboration with the Visiting Committee Chair.

##### **FEBRUARY – JUNE**

- Receive the Visiting Committee report from CAIS, and submit any clarifications to CAIS prior to the April meetings of the Boards of Standards.
- Revise the Action Plan to incorporate the major recommendations from the Visiting Committee, and submit a hard copy and a soft copy via email to CAIS ([cais@caisca.org](mailto:cais@caisca.org)) of the revised Action Plan to the CAIS and WASC offices no later than **June 30**. (The Action Plan will be implemented by individuals and committees whose work over the next three years will be the basis for the progress report.)
- Receive notification from the CAIS Boards of Standards and the WASC Commission regarding the term of accreditation. *A school wishing to appeal the decision of the Board of Standards may request, in writing, a review by the CAIS Board of Directors.*

## **SELF-STUDY COMMITTEES**

*The entire faculty, administration and staff and representatives of the school community are involved in the preparation of the self-study, which is accomplished over a period of months.*

There is flexibility in the Self-Study Steering Committee structure. The number and size of the committees will depend on the size and complexity of the school, although generally they are not larger than 12-15 members. In addition to the Self-Study Steering Committee for overall self-study coordination, schools may choose to form a committee for each of the chapters of the self-study.

A possible committee structure, suggested by the experience of member schools, incorporates the use of committees for each chapter, often comprised of representatives of varied subjects/programs. Accordingly, most committees include a broad mix of students, teachers, administrators, parents, alumni/ae, board members, and other school community members. For specific subject areas in the Program chapter, committees typically include faculty and other school community members who have some responsibility for, or association with, the particular subject area.

## **ORGANIZATION OF THE SELF-STUDY DOCUMENT**

### **Self-Study Report Format**

---

#### **General Guidelines for Drafting the Self-Study**

The self-study should be easy to use, read, and understand. Responses should adequately address the issues without being excessively lengthy.

- Questions should be written above the responses and titles and numbers should correspond with the manual.
- Pages should be numbered.
- Tabs and/or colored inserts should be used to separate the chapters.
- On-site exhibits should not be included in the self-study report unless requested; however, they should be available to the committee at the time of the visit.
- Do not list the names of members of the Visiting Committee on the self-study, as they sometimes change. These names will appear on the Visiting Committee report, providing the school an accurate record of committee membership.
- The school is required to send a hard copy of the self-study report to each member of the Visiting Committee and a copy on CD to WASC and CAIS. The school should make additional copies for its own use.

#### **Content of the Self-Study Document**

*The self-study document is divided into the following sections:*

##### **1. INTRODUCTION**

The introduction should be a descriptive statement providing an overall view of the school's history, character, environment, constituencies, and program, which should be supported by the data presented and analyzed in the statistical supplement. This information will provide a context for the Visiting Committee as it reviews the self-study report and conducts the visit.

##### **2. PROGRESS REPORT**

The progress report provides a vehicle for the school to communicate the progress that it has made since the last accreditation visit with respect to the major recommendations of the Visiting Committee report. The Steering Committee, working with other self-study committees, should conscientiously review the progress made on each major recommendation and prepare this final progress report. If the school received a six-year term of accreditation after the last Visiting Committee came to the school, the

progress report in the new self-study may draw upon and reiterate the major points articulated in the three-year progress report, along with information that addresses significant developments that have occurred since that time. Provisional schools undertaking their first CAIS self-study are not required to include a progress report, if they are not currently accredited by any other accrediting body, as they have no prior CAIS recommendations to respond to.

The progress report should include a summary of actions taken to address the Visiting Committee's *major recommendations only*. Each major recommendation should be stated and followed by a narrative description that includes the following:

- **Specific evidence and examples** of what has taken place since the visit to meet the intent of each major recommendation (cross-reference with the Action Plan, when appropriate).
- **An evaluation of the progress made**, not only in terms of what has been done, but also with respect to the effectiveness of the change.
- **Identification of specific goals for further progress (if needed)**, along with an explanation of what the school hopes to accomplish by meeting these goals.

### 3. CHAPTERS

There are 13 chapters in the self-study. Each chapter begins with a list of the criterion and/or criteria, along with a list of standards to be applied in the preparation and review of the self-study materials related to that section. These are followed by questions to be answered and relevant information to be provided. The standards and criteria for each section should be consulted as responses are being prepared. The self-study chapters include the following:

- I. The School's Philosophy/Purpose
- II. The Governing Body
- III. Finances
- IV. Development/Fund-Raising
- V. Administration, Faculty, and Staff
- VI. Students
- VII. The Community of the School
- VIII. The Program
- IX. Residential Life (for schools with boarding students)
- X. The Library, Electronic and Print Resources
- XI. The School Plant
- XII. Health and Safety
- XIII. Action Plan: Summary of Self-Study Findings

### 4. STATISTICAL SUPPLEMENT

**Important:** *While the self-study report generally reflects consensus, no attempt should be made to eliminate dissenting opinion that is not resolved in the self-study process. Schools should neither try to hide deficiencies nor hesitate to indicate strengths. The report should accurately reflect the school's assets and strengths, its weaknesses and needs, its institutional tensions and dilemmas, and its priorities for improvement.*

## **SELF-STUDY COORDINATOR RESPONSIBILITIES**

*The following checklist is primarily for the person assuming the Self-Study Coordinator role, although the coordinator and school head share the responsibilities outlined.*

### **Prior to the Visit**

---

1. Budget for the visit, including Visiting Committee expenses (e.g., transportation, lodging and meals), duplication of materials and possible clerical/technical assistance.
2. Review the report of the previous Visiting Committee to be certain that a substantive response will be given for each major recommendation.
3. Establish a calendar for the receipt of the draft and final committee reports.
4. Orient the school staff to the self-study and the accreditation process, establishing the appropriate spirit of inquiry, self-examination, and school improvement.
5. Establish the school committees and train the committee chairs.
6. Continually monitor the progress of the various committees.
7. Collaborate with the Visiting Committee Chair on the following:
  - Arrange for a pre-visit by the Chair, if feasible.
  - Acquaint the Chair with the school's process for producing the self-study.
  - Establish a time schedule for the visit, including meetings with school constituencies.
  - Attempt to accommodate the onsite technology needs of the Visiting Committee.
  - Keep in touch with the Chair throughout the process.
8. Make housing and other physical arrangements for the Visiting Committee. *Prepare a list of nearby restaurants and offer to make reservations when needed. Provide printed maps and directions, if needed.*
9. Arrange for duplication of the self-study and distribution to the team, CAIS, and WASC.
10. Send a hard copy of the self-study report to each member of the Visiting Committee **by December 1.**
  - Send CAIS and WASC a CD of your self-study **by December 1.**
  - DO NOT send on-site exhibit material.**
  - Submit in hard copy to CAIS only those materials designated *append* in the manual that are not available electronically.**

### **During the Visit**

---

1. Arrange an adequate, private, and secured working space for the Visiting Committee. *Provide exhibit materials in the committee's working area. If the working area for the committee is limited in size, make additional provisions for meetings with various committees and groups.*
2. Ensure that the Visiting Committee has the use of adequate technology (e.g., computer and printer).
3. Facilitate the schedule for the Visiting Committee, making certain that meetings with groups and individuals are held as planned.
4. Arrange a room for the Visiting Committee to read all recommendations and commendations to staff and faculty. Remind everybody that all recommendations and commendations will be read but a term of accreditation will not be suggested.

## **After the Visit**

---

1. Complete the evaluation documents on the work of the Chair and the Visiting Committee and return them to CAIS.
2. Establish a follow-up committee that will facilitate the review and revision of the school's Action Plan in light of the Visiting Committee recommendations. Send one hard copy and an email of the revised Action Plan to the CAIS office no later than June 30.
3. Provide requested feedback to CAIS on the accreditation manual and process.
4. Review with appropriate school personnel the Visiting Committee report and respond to CAIS regarding any potential substantive factual errors or serious concerns about the report's content. (Please note that the Visiting Committee report will be sent via email to the Head of School by CAIS, and not by the Visiting Committee Chair.)





---

**Section Two:**  
**THE SELF-STUDY**  
**K-12 DOCUMENT**

---

## TWELVE CRITERIA USED FOR THE ACCREDITATION OF CAIS SCHOOLS

### **I. The School's Philosophy/Purpose**

The school has established a clear statement of philosophy. In the following standards, the term *philosophy* refers to the school's statement of philosophy, purpose or mission.

### **II. The Governing Body**

The governing body (1) sets policy consistent with the school's purpose; (2) delegates implementation to the head of school; (3) ensures the fiscal stability of the school through financial oversight and fund-raising; and (4) monitors results.

### **III. Finances**

The financial resources available to the school are sufficient to sustain the school's programs and are effectively used to carry out the school's purpose. The governing body executes responsible planning for the future.

### **IV. Development/Fund-Raising**

The governing body and administration create and implement a development/fund-raising program consonant with the philosophy of the school and sufficient to meet the present and future needs of the school.

### **V. Administration, Faculty, and Staff**

The school employs qualified personnel who understand and support the school's philosophy and work cooperatively to create an environment in which effective learning takes place.

### **VI. Students**

The school has admissions policies and procedures consistent with its philosophy.

The school provides a nurturing environment that reflects the school's purpose and is characterized by trust, caring, and support, a respect for differences, and high expectations for each student.

The school provides activities, opportunities, and support services which reflect the philosophy and which meet the academic and personal needs of the students.

### **VII. The Community of the School**

The school leadership employs strategies to inform parents, other school constituencies and the wider community about, and to involve them in, the life of the school.

### **VIII. The Program**

What Students Learn:

The school will have a challenging, coherent, relevant curriculum that provides all students with suitable courses of instruction, consistent with the school's philosophy, goals, and expectations for student achievement, as well as student needs, abilities and interests.

How Students Learn:

Faculty and administration design and implement a variety of teaching strategies that actively engage students, address a variety of learning styles and are consistent with the school's philosophy, purpose and expectations.

How Assessment is Used:

Teacher and student use of assessment is frequent and integrated into the teaching and learning process. The assessment results are the basis for (1) measurement of each student's progress relative to the school's expectations for student achievement; (2) regular curriculum review and instructional improvement; and (3) allocation of resources.

Reporting School Performance:

Based on a variety of data, the school will regularly examine how well students perform in relation to school learning expectations. The school will ensure that all of its constituencies are regularly informed of these results.

Co-Curricular Programs:

The school will have co-curricular offerings that complement the formal instruction of the school, are responsive to student needs, and engage special interests among students, faculty and community resources.

**IX. Residential Life** (*for schools with boarding students*)

The residential life program reflects the school's philosophy, enhances the personal growth of the students, and complements the school's other educational programs.

**X. The Library, Electronic and Print Resources**

The electronic and print resources, facilities, staffing, and budget adequately support the philosophy and programs of the school.

**XI. The School Plant**

The physical plant, facilities and equipment enable the school personnel to effectively implement the school program.

**XII. Health and Safety**

The members of the school community will pursue the school's mission and purpose in a safe and healthy environment.

**XIII. Action Plan: Summary of Self-Study Findings**

The administration and faculty, along with the governing body, will develop a plan to address the areas for improvement identified through the self-study process and update the plan following the receipt of the Visiting Committee report.

---

## I. THE SCHOOL'S PHILOSOPHY/PURPOSE

---

### **Criterion:**

The school has established a clear statement of philosophy. In the following standards, the term *philosophy* refers to the school's statement of philosophy, purpose or mission.

### **Standards To Be Applied:**

1. The school's philosophy statement clearly articulates the beliefs and purposes of the school.
2. The program offered by the school exemplifies and embodies that philosophy and guides the learning objectives for all students.
3. The school's program is consistent with adopted expected school results and reflects an awareness of current research and practice.
4. The school's policies in admissions, hiring, finances and planning are consistent with the philosophy.
5. The school communicates and promulgates its philosophy so that various constituencies (staff, board, families, alumni/ae) understand and concur with its principles.
6. All the school's constituencies regularly review the statement, and revisions are approved by the governing body.

*For schools with Roman Catholic affiliation please answer this question in addition to those above:*

7. There must be a clear statement of philosophy and mission that reflects the beliefs of the institution, a commitment to Catholic identity, thoroughness of instruction, focus on the needs of the whole person and recognizes the dignity of all members of the school community.

---

## **I. THE SCHOOL'S PHILOSOPHY/PURPOSE**

---

1. Provide the school's statement(s) of philosophy, purpose and/or mission.
2. How was this statement developed?
3. How is this statement used to derive expectations for student achievement and learning? Describe student learning goals.
4. Where does this statement appear? How are the school's students, families, staff, and governing board and the general public made aware of it?
5. How recently has this statement been reviewed, by whom, and by what authority has it been approved?

*For schools with Roman Catholic affiliation please answer this question in addition to those above:*

6. To what degree does the school community manifest a commitment to Catholic identity?

---

## II. THE GOVERNING BODY

---

### **Criterion:**

The governing body (1) sets policy consistent with the school's purpose; (2) delegates implementation to the head of school; (3) ensures the fiscal stability of the school through financial oversight and fund-raising; and (4) monitors results.

### **Standards To Be Applied:**

1. The governing body actively supports the policies and philosophy of the school.
2. The governing body ensures that the purposes of the school are being met.
3. The governing body sets and reviews policy.
4. The governing body has clear guidelines for its own organization, operations and evaluation, including a functioning committee structure adequate to the needs of the school. The bylaws are in compliance with current California law regarding non-profit corporations.
5. The governing body is appropriately informed of the schoolwide learning expectations.
6. The governing body understands its responsibility to support the head of school and respect the boundaries that separate board and administrative roles.
7. The governing body clearly communicates to all constituencies of the community the nature and extent of its authority and role.
8. The governing body is informed of the school's modes of operation, finances, and the condition of its facilities.

*For schools with religious affiliation please answer this question in addition to those above:*

9. If the governing board of the school reports to the governing body of the religious institution, there shall be a clearly defined statement of organization, responsibility and delegated authority. This should include the relationship of the governing board of the school to the governing body of the religious institution, the responsibility for hiring and dismissing the head, as well as the responsibility for annually reviewing the head's performance.

*For schools with Roman Catholic affiliation please answer this question in addition to those above:*

10. The governing authority is committed to sharing the Catholic vision of the school.

---

## II. THE GOVERNING BODY

---

1. Append to this section of the report the following:
  - a. a copy of the current bylaws of the governing body with date of adoption
  - b. a list of current trustees or directors of the school, giving their occupations, the year of their election to the governing body, their committee assignments, their offices (if any), any relationship they may have with the school (e.g., alumnus, parent, etc.)
  - c. a list of the committees of the governing body with a brief description of the work and purposes of each
  - d. a calendar of the governing body's regularly scheduled meetings during the current year
  - e. a copy of the governing body's most recent self-evaluation document
2. Explain the process by which a prospective member of the governing body is considered for nomination, nominated, elected, oriented, and assigned to committees. Describe the role of the governing body president, head, nominating committee, and any others in this process.
3. Complete page 58 (Statistical Supplement). What special strengths does the school seek in its directors or trustees? Does the governing body specifically seek new members for their particular talents, expertise, or profession? Explain.
4. Describe and evaluate any major organizational changes which the governing body has undergone in the past six years.
5. Describe and evaluate the means by which the governing body accomplishes planning for the school. What formal apparatus and procedures have been established by the governing body to evaluate the program, finances, and facilities and to develop and carry out any plan for change over the next several years?
6. Describe the process by which the governing body evaluates the performance of the head of school. Evaluate the effectiveness of this process. Describe and evaluate the process for establishing, reviewing and renewing the head of school's employment contract. How does the governing body manifest its support for the head of school?
7. Describe the process by which the governing body evaluates its own performance. Evaluate the effectiveness of this process.
8. What are the major strengths and weaknesses of the present governing body?
9. What plans, if any, are there for changing the operations of the governing body?

10. What part does the governing body play in fund-raising activities?
11. Describe and evaluate the ways in which the governing body is informed about the educational programs of the school.
12. How does the governing body support the professional growth and development of the faculty, administration and staff?
13. Describe and evaluate ongoing trustee development and education.

*For schools with religious affiliation please answer this question in addition to those above:*

14. If the governing body of the school reports to the governing body of the religious institution, describe the organization, responsibility and delegated authority of each with particular reference to the hiring, performance review and dismissal of the head of school.

*For schools with Roman Catholic affiliation please answer this question in addition to those above:*

15. Analyze and describe the degree of involvement of the pastors and religious community affiliation.

---

### III. FINANCES

---

**Criterion:**

The financial resources available to the school are sufficient to sustain the school's programs and are effectively used to carry out the school's purpose. The governing body executes responsible planning for the future.

**Standards To Be Applied:**

1. The school allocates its financial resources in a manner consistent with the purposes of the school.
2. The school has appropriate procedures for management of its financial resources including:
  - a. an annual budgeting process (*including an audit or review*)
  - b. long-range financial planning
  - c. regular accounting and external auditing procedures
3. The school's resources provide adequate compensation to faculty, administration, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves while maintaining tuition levels within the range of the community the school intends to serve.
4. The school has an established planning process for addressing long-range capital needs (buildings, equipment, endowment).
5. There is regular review of learning goals and their results as they influence financial allocations and planning.
6. The budgeting process involves board, administration, faculty, and staff as appropriate.
7. The school allocates its financial resources to appropriately support instructional, personnel, and physical plant needs.
8. The school maintains a long-range financial plan and re-examines it on a regular basis.

---

### III. FINANCES

---

1. Append the following to this report:
  - a. a copy of the most recent audit  
*(CAIS requires that schools complete a full audit or a review each year. The review or full audit must be conducted by an accounting firm that is independent of the school.)*
  - b. a copy of the current year's budget
  - c. a recent operating statement (with comparisons between budget and actual operations)
  - d. the most recent long-range planning analysis, or any similar analysis currently in use by the school's finance committee
  - e. any forms used in application for financial aid
  - f. tuition levels for the current year and the past three years
  - g. a copy of confirmation of the school's non-profit status by the Internal Revenue Service
2. Describe and evaluate the long-range financial planning process including policies and procedures, strengths and weaknesses. Who is involved? Who establishes the priorities and makes the ultimate judgments? How often is the plan reviewed?
3. Describe and evaluate the procedure for the development of the budget. Who is involved? Who establishes the priorities and makes the ultimate judgments? How often is the budget reviewed?
4. Explain the process by which compensation and tuitions are set. Discuss policies, goals, and circumstances that inform this process.
5. Describe and evaluate the school's policy and practice regarding financial aid. Include information on the goals of the financial aid program, the sources of funds for aid, the total amount awarded in the current year and in the past three years, and the number of students receiving aid in each of these years. If tuition remission is granted to children of teachers or other staff members, state the policy, the amount of such remission and the number of recipients this year and in the past three years.
6. If the school has an endowment or reserves, how are they managed? What is the school's endowment expenditure policy?
7. Describe and evaluate the process by which parent association and alumni/ae association funds are managed.
8. Describe and evaluate the school's insurance protection. Describe the procedure for selection and review of insurance policies. Include specific information as to types and limits of coverage.

9. Describe the school's compliance with accounting standards and practices external to the school (e.g., FASB). How and by whom are these compliance decisions made and implemented?
10. Describe how cash flow is monitored.
11. Briefly describe the school's auxiliary fee-based services (e.g., transportation, food services, summer programs, extended day, book store) and, for each, provide the following information:
  - a. operating statement for current and past two years
  - b. oversight and management policies and procedures
  - c. proof of legal compliance
12. Describe the staff organization for the financial management of the school.
13. What specific improvements and/or changes, if any, are called for in the financial management of the school?

---

## IV. DEVELOPMENT/FUND-RAISING

---

**Criterion:**

The governing body and administration create and implement a development/fund-raising program consonant with the philosophy of the school and sufficient to meet the present and future needs of the school.

**Standards To Be Applied:**

1. The governing body demonstrates leadership in contributing and securing funds necessary to achieve the school's development goals.
2. Contributed income toward operating expenses is adequate and sufficiently reliable.
3. The school has a long-range development plan to meet the capital (building, equipment and endowment) needs of the school.
4. The school re-examines its long-range development plan on a regular basis.
5. The head of school provides leadership to the development program.

---

## IV. DEVELOPMENT/FUND-RAISING

---

1. Describe the fund-raising activities for each of the last three years including annual giving, special fund-raising events and capital campaigns. What income was derived from each and how was it allocated? Where applicable, show the percentage of participation from each constituency. Provide a summary of total yearly fund-raising expenses (including personnel, publications, events) for each of the corresponding three years.
2. What percentage of the school's annual operating revenue is contributed income?
3. Describe and evaluate the goals and the staff organization of the school's development office or fund-raising program. Describe the resources of the office or program - personnel, funding, time, materials, equipment, and their adequacy to meet development office or fund-raising goals. Describe the evaluation process by which the effectiveness of the development office or fund-raising program is measured.
4. What person or office is responsible for the coordination and execution of the development/fund-raising program? Describe the relationship of this person or the development/fund-raising office with members of the governing body, the school head and other school administrators, the business office, the faculty, the parents' association, and the school's alumni/ae. Do these groups understand and support the activities of the development/fund-raising office and its staff?
5. How are operating and capital fund-raising priorities determined? For what purposes are funds raised? What part of the money raised is used to cover the cost of fund raising expenses?
6. Describe and evaluate the school's efforts to include its constituencies in its development/fund-raising activities.
7. Assess the effectiveness of the school's development/fund-raising publications in communicating with the school's donors. Please provide samples of these publications.
8. How was the long-range development/fund-raising plan formulated? How are priorities determined? How often is the plan reviewed and by whom? If applicable, describe the role of the board of trustees in such planning. Describe the growth of the school's fund-raising base.
9. What are the strengths and weaknesses of the development/fund-raising program?

---

## V. ADMINISTRATION, FACULTY, AND STAFF

---

### **Criterion: School Personnel**

The school employs qualified personnel who understand and support the school's philosophy and work cooperatively to create an environment in which effective learning takes place.

#### A. ADMINISTRATION

#### **Standards To Be Applied:**

1. The administration defines and sets standards for the school community consistent with the school's philosophy and goals.
2. The administration provides leadership for the development of the total school program, including learning expectations, curriculum review and development.
3. The administration provides leadership for long-range planning.
4. The roles and responsibilities among administrators, faculty and staff, particularly with respect to decision-making, are clearly defined, communicated, understood, and regularly reviewed.
5. The administration understands and effectively employs the individual strengths of faculty and staff in support of student learning and growth.
6. The head of school employs regular evaluation of administrators as a tool for fostering their professional growth and for assessing their effectiveness in advancing the philosophy of the school.
7. The administration employs clearly defined personnel policies in supervision of the faculty and staff.
8. The administration is committed to providing an equitable wage and benefit program for all personnel.
9. The administration is committed to providing a diverse faculty and staff.
10. The administration actively supports the professional development of faculty and staff through allocation of time and fiscal resources.
11. The administration is accessible to faculty and staff.
12. The administration provides mentors to teachers new to the school.

*For schools with Roman Catholic affiliation please answer this question in addition to those above:*

13. The school leadership encourages the cultivation of Catholic values and the spiritual formation of the school community.

---

## V. ADMINISTRATION, FACULTY, AND STAFF

---

### A. ADMINISTRATION

1. Append to this section of the report a list of all administrators, beginning with the head, and give the following information for each:
  - a. name
  - b. title
  - c. date of appointment
  - d. education
  - e. prior professional experience
2. Append job descriptions for all administrators including the head. Submit an organizational chart that shows lines of authority and reporting relationships.
3. In a few brief sentences, describe the head's major functions and responsibilities with respect to the following (where any of these functions is delegated or shared, please state):
  - a. appointment and termination of administrators, faculty, and staff
  - b. determination of salaries
  - c. supervision and evaluation of school personnel
  - d. professional development of administrators, faculty and staff
  - e. internal communications
  - f. curriculum review and development
  - g. admissions
  - h. scheduling
  - i. establishment and enforcement of standards for the school community
  - j. student guidance and school/college counseling
  - k. attendance at school events
  - l. policy formation and institutional planning
  - m. fund-raising, public relations and publications
  - n. development and management of budget and purchasing
  - o. maintenance of school plant

4. Assess the adequacy of the salary and benefits package for:
  - a. the head of school
  - b. members of the administration
  - c. faculty
  - d. support staff
5. Specifically note any changes that need to be made to the salary and benefits package and plans for making them.
6. Describe any plan that exists to increase faculty diversity. Describe and evaluate steps taken to recruit teachers of color. Provide the current percentage of teachers of color.
7. How well is the school administration constituted both in number and structure to meet the needs of the school as expressed in the school's philosophy and goals?
8. How are processes by which decisions are made communicated to all members of the administration, faculty and staff?
9. Describe the process by which personnel policies are reviewed by the administration.
10. Describe the support and mentoring provided to teachers new to the school.

*For schools with Roman Catholic affiliation please answer these questions in addition to those above:*

11. Analyze and describe the measure of accountability to the pastor and religious community affiliation.
12. To what degree does the leadership support the involvement of the entire staff in continuing education in the knowledge of the Catholic faith?

---

## V. ADMINISTRATION, FACULTY, AND STAFF

---

### B. FACULTY

#### **Standards to be Applied:**

1. Teachers support the philosophy, goals and policies of the school.
2. Teachers support and work constructively with the administration in achieving the school's goals for teaching and learning.
3. Teachers demonstrate high professional standards and actively participate in the school's faculty evaluation process.
4. Teachers derive a strong sense of satisfaction from their work through addressing the goals of teaching and learning.
5. Teachers are well-placed by formal academic training and experience in specific teaching assignments. Further, they are well-qualified with respect both to subject matter and the developmental needs of their students.
6. Teachers demonstrate a commitment to their own professional development.
7. Teachers take responsibility for understanding how decisions are made and pursue constructive means for participation in those processes.
8. Teachers take an active part in the design and development of the curriculum.
9. Teachers recognize and use appropriate lines of communication with all elements of the school community.
10. Teachers take responsibility for understanding the school's employment policies.

*For schools with Roman Catholic affiliation please answer this question in addition to those above:*

11. The faculty and administration engage in ongoing spiritual and professional development that promotes student learning.

---

## V. ADMINISTRATION, FACULTY, AND STAFF

---

### B. FACULTY

1. Append copies of the following (may be contained in a handbook of personnel policies):
  - a. any policy statement for professional employees that describes compensation practices, benefits, sick leave, work hours, assignment of duties, work load, professional standards, extra-curricular or non-instructional responsibilities, etc.
  - b. contracts or standard letters of agreement
  - c. policy and practice, including compensation, for substitute teachers, part-time teachers and aides
2. Provide as an on-site exhibit a list of all members of the current teaching staff, and after each teacher's name, provide the following information:
  - a. education: degree(s) attained and institution(s)
  - b. total years teaching experience
  - c. number of years at present school including current year
  - d. instructional responsibilities, including grade level
  - e. other non-instructional professional responsibilities
3. Complete pages 59, 60, and 61 (Statistical Supplement).
4. Describe and evaluate the procedures for hiring teachers (include sources of candidates, means of initial contact, persons involved in interviews and decisions, information required, period of time before contract offer, etc.) and the criteria according to which teachers are selected.
5. Describe the roles teachers are expected to play outside the classroom.
6. What criteria and procedures are used to evaluate teacher effectiveness? Assess these procedures as they contribute to the effectiveness of the teaching staff.
7. Are there faculty members who do not hold a college or university degree? If so, how did they attain the necessary qualifications to teach in their subject area?
8. How many teachers are teaching in subject areas outside those in which they were formally trained? Please indicate how each has gained the training necessary to teach in these areas.
9. Explain the school's provisions for the continued training and professional development of its faculty and how these provisions are implemented. How are teachers kept informed of current educational research?

10. Describe how often and under what circumstances the faculty members meet formally to receive information, exchange ideas, or discuss problems and issues. How is the agenda for such meetings determined? Provide examples of typical content for such meetings.
11. Describe and evaluate teachers' roles in the development of curriculum and program. How are changes effected? By what means, formal or informal, are teachers engaged in the work of evaluation, design, and development of the curriculum and program?
12. Describe other ways in which the faculty participates in the school's decision-making process.
13. Describe and evaluate training offered to faculty in multicultural education. How are teachers helped to identify and respond to racial, cultural, and gender biases in themselves, their students and their curriculum?

*For schools with Roman Catholic affiliation please answer these questions in addition to those above:*

14. To what degree do the faculty of religious studies participate in the Certification Process for Catholic High School Religion Teachers?
15. To what degree are in-service opportunities provided to update faculty regarding Church teaching?
16. To what degree do teachers of various subject areas support students' spiritual growth experience?

---

## V. ADMINISTRATION, FACULTY, AND STAFF

---

### C. SUPPORT STAFF

#### **Standards to be Applied:**

1. The school has fair and consistent policies and procedures for employment of staff.
2. Staff members take responsibility for understanding the school's employment policies.
3. Staff demonstrate high performance standards, are evaluated on a regular basis, and are offered opportunities for professional growth.
4. Staff members are well placed with respect to their specific duties and responsibilities according to training and experience.
5. Staff members take responsibility for understanding how decisions are made and the constructive ways through which they can participate in those processes.
6. The staff understand their responsibilities to the school and their role in support of its philosophy and goals.

---

## **V. ADMINISTRATION, FACULTY, AND STAFF**

---

### **C. SUPPORT STAFF**

1. Complete page 62 (Statistical Supplement).
2. Provide as an on-site exhibit staff personnel policies including compensation policy, benefits, sick leave, etc. (Personnel handbook will suffice.)
3. Describe how staff members are evaluated and provided in-service training and other career development opportunities.
4. Describe and evaluate how staff members are involved in decision-making and how they may recommend changes.
5. What efforts are made to assess and encourage job satisfaction among the staff?
6. Describe whether the school staff is appropriate in numbers and structure to meet the needs of the school as expressed in the philosophy and objectives.

---

## VI. STUDENTS

---

### Criteria:

The school has admissions policies and procedures consistent with its philosophy.

The school provides a nurturing environment that reflects the school's purpose and is characterized by trust, caring, and support, a respect for differences, and high expectations for each student.

The school provides activities, opportunities, and support services which reflect the philosophy and which meet the academic and personal needs of the students.

### Standards To Be Applied:

1. Admissions policies are clearly defined, consistently applied, and in accordance with the CAIS Principles of Good Practice and applicable non-discrimination law.
2. Enrollment is stable and sufficient for the sound operation of the school.
3. The student body is appropriate for the curriculum and programs offered.
4. The school clearly communicates its philosophy, goals and purposes to prospective families.
5. Student records are complete, current, and secure.
6. The school sets clear expectations for student behavior that are appropriate to the school's philosophy.
7. Relationships among students, teachers, administrators and staff are characterized by mutual respect, trust, support and honest communication.
8. The school provides for and supports diversity in its student body.
9. The school makes adequate provision for the academic, personal, secondary school, and/or college counseling for all students.
10. Students are involved in curricular/co-curricular activities (e.g., student government, community service and athletics) congruent with the philosophy of the school.

*For schools with Roman Catholic affiliation please answer this question in addition to those above:*

11. Students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy and community-based services learning.

---

## VI. STUDENTS

---

1. Append to this section of the report the following:
  - a. statement of the school's admission policy with all forms used in the admissions process, including application, references and recommendations, letters and enrollment contract
  - b. a description of the contents of an applicant's admissions folder
  - c. a description of the process by which students are admitted to the school
  - d. student handbooks, copies of rules, dress code, or other standard information given students governing their behavior and describing their responsibilities
2. Provide on-site exhibits of all standard forms included in a typical student file.
3. Describe the school's provisions for security of student records, including information on who has access to them and the conditions for that access.
4. Describe and evaluate the strengths and weaknesses of the school's admission policy, and explain any short- or long-range plans for change or improvement in admissions procedures.
5. Describe the strengths and weaknesses of the school's enrollment picture for the last three years. If the school has plans for improvement or change in this area, please describe them.
6. Describe the school's student body with respect to academic ability, achievement, parental background, ethnic diversity, and any other factors deemed relevant to the school's goals. Provide the percentage of students of color.
7. Complete pages 63 (elementary and K-12 schools only) and 64 (Statistical Supplement).
8. Describe the school's expectations and procedures concerning student behavior and how they are communicated to and reinforced with students and parents.
9. Describe and evaluate how the school fosters positive relationships and how it promotes mutual respect, trust, support, and honest communication.
10. Describe and evaluate the school's efforts to provide for and promote diversity in its student body, and to promote student understanding of a multi-cultural society. How does the school provide its students with appropriate role models who represent ethnic diversity, a variety of backgrounds and a balance of gender?
11. Are there any special support services provided for students of color? If so, describe and evaluate.

12. Describe in detail the personal and academic counseling programs the school provides for its students, including secondary placement, college entrance, personal growth, health issues, substance abuse, and other issues.
  - a. Evaluate the student counseling programs and describe any plans you have for the improvement of these programs.
  - b. Evaluate the effectiveness of the academic advising system, if applicable.
  - c. How are the needs and problems identified through counseling communicated and coordinated between a student's various teachers?
13. Describe the school's student government and other opportunities for developing student leaders.
14. Describe and evaluate co-curricular programs in which students are regularly involved including fine and performing arts, interscholastic sports, outdoor education, community service, clubs, summer school and tutoring.
15. How does the school ensure that co-curricular programs are available and accessible to all students?

*For schools with Roman Catholic affiliation please answer these questions in addition to those above:*

16. Analyze and describe the variety and frequency of opportunities for prayer, celebration of the word and Sacraments.
17. Analyze and describe the degree of involvement of students and staff in Christian service opportunities.
18. To what degree are students actively involved in their own spiritual formation?
19. Analyze and describe:
  - The degree to which student classes and activities begin with prayer.
  - The level of student centeredness in liturgy planning.
  - The provision for retreats/days of recollections.
  - The degree to which the curriculum and co-curricular activities are linked to and promote spiritual growth, Christian leadership and service.
  - The opportunities available for reconciliation.

---

## VII. THE COMMUNITY OF THE SCHOOL

---

### **Criterion:**

The school leadership employs strategies to inform parents, other school constituencies and the wider community about, and to involve them in, the life of the school.

### **Standards to be Applied:**

1. The school effectively informs and enlists the support, interest and loyalty of its families, and there is evidence of constructive parental involvement in the life of the school.
2. The school informs and involves in its programs alumni/ae and other appropriate constituencies beyond parents of present students.
3. There are established, effective means of communication between home and school, and parents understand and make good use of them.
4. The school's involvement in the wider community and its use of community resources is consistent with its mission and philosophy.

---

## VII. COMMUNITY OF THE SCHOOL

---

1. Provide as an on-site exhibit the following:
  - a. parents' handbook or similar publication(s) routinely given to parents to inform them of the school's character, purposes, policies, and expectations
  - b. copies of the most recent edition of any newsletter, information sheet, or other communication regularly published by the school
  - c. any other major school publications (e.g., admissions brochures, development materials, student newspapers, promotional videos, if they exist)
2. Describe the organization, purposes and responsibilities of any school-sponsored parents' groups, and give a brief evaluation of their effectiveness. Are there any support groups for families of color? Single-parent families?
3. How are new parents integrated into the school's community?
4. Describe and evaluate the opportunities offered for parents and others to help in school activities (e.g., class activities, field trips, athletic events). How is such volunteer help solicited, organized and supervised? Are volunteer opportunities for working parents facilitated in any way?
5. What procedures are provided for parents to convey information, comments or concerns to the school? What system is used to respond to parents' comments or concerns?
6. Describe and evaluate the school's community information program. How are parents and others regularly informed about the school's programs, needs, plans for change, and special events and activities? Are the school's expectations of parents clear; how are they communicated? How is information provided about larger issues pertaining generally to education, child development, cognitive growth, discipline, etc.? How does the school communicate with the non-custodial parent?
7. Describe any events or activities that provide an opportunity for parents and teachers to meet socially.
8. Describe any programs especially designed to reach and involve those, other than parents and alumni/ae, who might be interested in the school (e.g., grandparents, friends, past parents, neighbors, community leaders, educators).
9. Describe and evaluate the school's effort to maintain contact with alumni/ae, including information on means of communication, record-keeping procedures, and special events designed for alumni/ae.
  - a. Describe the alumni/ae organization and its function. What powers of action or recommendation does it have, either formally or informally?
  - b. Do alumni/ae participate in decision-making and if so, how?

10. Evaluate the strengths of the present program in providing information to the school's constituencies and involving them in the life of the school. Describe ways in which communication could be improved and community interest and loyalty might be more effectively engaged.
11. What steps has the school taken to describe itself, its purposes and objectives to the surrounding neighborhood and the local community? How effectively has this been done?
12. What resources outside the school community are available to faculty and students of the school? How do they know about them?
13. Describe the manner and extent to which school facilities are made available to the outside community.

*For schools with Roman Catholic affiliation please answer these questions in addition to those above:*

14. Analyze and describe the relationship between all members of the school community and their roles in maintaining a positive Catholic climate and a sense of community.
15. Analyze and describe the efforts made to collaborate with parents in the academic, moral, and spiritual formation of students.

---

## VIII. THE PROGRAM

---

### Criteria:

#### What Students Learn:

The school will have a challenging, coherent, relevant curriculum that provides all students with suitable courses of instruction, consistent with the school's philosophy, goals, and expectations for student achievement, as well as student needs, abilities and interests.

#### How Students Learn:

Faculty and administration design and implement a variety of teaching strategies that actively engage students, address a variety of learning styles and are consistent with the school's philosophy, purpose and expectations.

#### How Assessment is Used:

Teacher and student use of assessment is frequent and integrated into the teaching and learning process. The assessment results are the basis for (1) measurement of each student's progress relative to the school's expectations for student achievement; (2) regular curriculum review and instructional improvement; and (3) allocation of resources.

#### Reporting School Performance:

Based on a variety of data, the school will regularly examine how well students perform in relation to school learning expectations. The school will ensure that all of its constituencies are regularly informed of these results.

#### Co-Curricular Programs:

The school will have co-curricular offerings that complement the formal instruction of the school, are responsive to student needs, and engage special interests among students, faculty and community resources.

### Standards to be Applied: What Students Learn

1. The school's program is consistent with its philosophy and expectations for learning and is clearly defined in writing.
2. The curriculum is logically sequential in its parts and appropriate to the developmental needs of students. There is clear evidence of instructional planning.
3. Administration and faculty regularly review the curriculum, taking into account current theory and research where applicable, to maintain a meaningful instructional program for students.
4. The school provides adequate instructional supplies and facilities in support of the program.
5. Fundamental academic skills are effectively taught.
6. The school provides appropriate balance in curriculum through a variety of offerings in academic subjects including fine and performing arts and physical education.
7. Through its curricular program the school supports understanding of our multicultural society.

8. Through its curricular program the school integrates technology in a way that supports the philosophy and learning objectives of the school.

*For schools with Roman Catholic affiliation apply this standard in addition to all other standards listed:*

9. The school provides a challenging, comprehensive and relevant curriculum for each student that strengthens Catholic identity.

### **Standards to be Applied: How Students Learn**

10. The school ensures that students understand the level of performance required to meet the curricular expectations and that they are actively involved in the learning process.
11. The school provides adequately for the special academic needs of all students enrolled.

### **Standards to be Applied: How Assessment is Used**

12. Through a variety of methods of assessment, teachers regularly determine that students have acquired a specific body of knowledge and skills.
13. Administrators and faculty use developmentally appropriate strategies, including observation and/or student feedback, for determining if course and curricular objectives have been met.
14. The school informs students and parents of student progress in appropriate and useful ways.
15. The school's calendar includes a minimum of 175 instructional days. The following may be included:
  - shortened days of at least three and a half hours
  - professional development days
  - outdoor education or field-trip days
  - teacher workdays
  - parent/teacher conference days
  - special event days
  - examination days
16. All secondary school graduation requirements fulfill or exceed the "A" through "G" entrance requirements for the University of California.
17. All elementary and K-12 schools administer standardized tests—or use alternative assessment tools—in accordance with the expectations of the CAIS Boards of Standards and make appropriate use of the information thus obtained.
18. Schools maintain cumulative records of student performance, progress reports, and (if applicable) standardized test results. Schools use this information, along with other data, to evaluate the effectiveness of the program.

### **Standards to be Applied: Reporting School Performance**

19. Administrators and faculty regularly review student progress to determine how well student learning matches the school's curricular goals and expectations. The school regularly informs and educates parents and students about these matters.

---

## VIII A. THE PROGRAM: SECONDARY GRADES

---

1. Provide as on-site exhibits the following:
  - a. schedules and course outlines for all classes
  - b. report cards or other forms used to convey specific information about students progress
2. Append to this section the school calendar for the current year.
3. Complete pages 65-67 (Statistical Supplement).
4. In light of the school's college preparatory goals for student learning, analyze the data compiled in 3 above. Evaluate the school's effectiveness in fulfilling its philosophy and purpose.
5. Describe other expectations for student learning that are important to the school's philosophy. Evaluate the effectiveness of the program in enabling students to reach these expectations.
6. What are the principal strengths of the school program? Identify areas of weakness and plans for improvement.
7. List the school's published graduation requirements.
8. In what subjects does the school offer honors level courses at the 11<sup>th</sup> and 12<sup>th</sup> grades for University of California honors credit? (See appendix for requirements.)
9. For each department describe:
  - a. Departmental expectations for student learning
  - b. Methods of assessing student learning
  - c. The evaluation of teaching facilities, equipment and materials
  - d. The major strengths of the departmental program
  - e. Suggestions for improvement of the departmental program
10. Evaluate the coherence and relevance of the curriculum in light of the school's philosophy and purpose.
11. Describe the ways in which the curriculum is reviewed, evaluated and revised. How are scope and sequence determined? How often does this process take place and who is involved?
12. In addition to the required academic courses, describe any other courses or programs which are part of the school's offerings, or which occasionally take the place of regular classes (e.g., courses in human development and sexuality, substance abuse, study skills, problems of contemporary society, independent study, or other electives).
13. Describe the emphasis placed on the development of character, values, and a sense of respect and responsibility. Explain the means by which the school encourages such development. Evaluate the impact of these efforts on the school community and the individual students.
14. Give examples of responses by the school in meeting the developmental needs of students specific to the age groups of each division or grade level. Assess the effectiveness of the program.

15. Examine the teaching methodologies employed and the extent to which the school encourages uniformity or diversity in teaching methods. Evaluate the impact of this approach on schoolwide student learning.
16. Evaluate the effectiveness of the methods of assessment used to measure student learning. Describe and evaluate the ways that the results of assessment are used to improve instructional practices and develop new curriculum.
17. Explain the school's grading system or other means of evaluating student progress. Include information on the frequency of regular reports, the content and nature of supplemental reports, and the data that become a permanent part of a student's file. Is the school's grading system adequately serving its educational purpose?
18. How effectively does the school provide for different levels of student ability as well as different learning styles? How does the school accommodate students with diagnosed learning differences? If the school enrolls a significant number of international students for whom English is not the primary language, explain how the school's program meets their needs.
19. Assess the effectiveness of the way students are placed in instructional groups (e.g., by age or grade only, according to ability, heterogeneously).
20. Describe and evaluate the ways in which the academic program reflects the diversity of human experience (cultural, religious, and ethnic) and the contributions of both men and women.
21. Describe and evaluate the school's use of technology in its educational programs. Include the following:
  - a. The number and type of equipment used
  - b. How technology is integrated into the school's curriculum
  - c. How the equipment is acquired, placed, used, maintained and replaced
  - d. The administrative and faculty personnel responsible for technology
  - e. A description of long-range planning for technology

*For schools with Roman Catholic affiliation please answer these questions in addition to those above:*

22. Analyze and describe the priority of religious instruction and formation.
23. Analyze and describe the integration of religious truths and values across the curriculum.
24. Analyze and describe the degree to which the curriculum strengthens Catholic identity.
25. Analyze and describe the means by which faculty and students are challenged to address contemporary issues from a Gospel perspective and from the documents which form the Church's social teaching.

---

## **VIII B. THE PROGRAM: ELEMENTARY GRADES**

---

CAIS schools have many different grade level configurations. Schools that include grades PreK/K through grades 5, 6, 8, or 9 will, in general, respond to the questions in Section VII B., as they are designed for elementary/middle school grades. Schools that include grades 6/7 through 12 will, in general, respond to the questions in Section VIII A., which are designed for middle/secondary grades. Schools that have PreK/K through 12 should respond to the questions in both A and B of Section VIII. Schools that enroll only middle school grades should consult with CAIS regarding the section on program that is most appropriate for them to use. Schools with concerns about which set of questions to use should call the CAIS office to discuss their concerns.

The school should have copies of its written curriculum documents readily available for examination by the evaluation committee at the time of the visit.

1. Append to this section the school calendar for the current year.
2. Provide as on-site exhibits the following:
  - a. Schedules for all classes, including schedules for individual teachers
  - b. Report cards or other forms used to convey specific information about students' progress
  - c. Provide as an on-site exhibit the ERB administrative summary of the CTP testing program or summary information generated from the use of alternative assessment tools.
3. Describe the school's program and methods, including information on academic goals as they reflect the philosophy of the school. Provide several illustrative examples. In addition, evaluate the success of the school's program with respect to students' achievement, attitude toward school, subsequent progress, and placement in other schools.
4. Evaluate and explain how the school assesses student progress, including the following:
  - a. Interpretation of data and information from the standardized testing programs or alternative assessment tools that are used.
  - b. How information is shared with parents
  - c. Any specialized testing that is administered and, if so, its purposes
  - d. The grading or assessment system and its value in monitoring the school's fulfillment of its stated goal
  - e. Frequency and usefulness of reports and conferences
  - f. Other

5. Describe and evaluate the school's program and teaching methodologies in each of the following subject areas giving a summary evaluation of the strengths and weaknesses of each with emphasis placed on critical thinking, problem solving and fundamental skills:
  - a. Reading and language arts
  - b. Mathematics
  - c. Science
  - d. Social studies
  - e. Foreign language
  - f. Fine and performing arts
  - g. Other
6. Describe the ways and extent to which the school's curriculum is integrated. Evaluate the process and methods used and the effect on student learning.
7. Describe and evaluate the physical education and athletic program, including emphasis placed on skill development, team cooperation, competition and sportsmanship.
8. Describe and evaluate any other courses or subjects which are part of the school's program or which supplement the program (e.g., courses in human development and sexuality, drug education, electives, and independent study).
9. Describe the emphasis placed on the development of character, values, and a sense of respect and responsibility. Explain the means by which the school encourages such development. Evaluate the impact of these efforts on the school community and the individual students.
10. Explain the ways in which the school encourages in its students a respect for diversity and appreciation for the views of others.
11. Describe and evaluate the means by which the school helps students to develop good study habits.
12. Describe the teaching methodologies employed and the extent to which the school encourages uniformity or diversity in teaching methods. Evaluate the impact of this approach on schoolwide student learning.
13. Describe the ways in which the curriculum is reviewed, evaluated, and revised. How are scope and sequence determined? How often does this process take place and who is involved?
14. Describe the emphasis and methods of the school's pre-school program and explain how it is congruent with the program of the elementary grades.
15. Describe the use that the school makes of community resources. These might include museums, libraries, theaters, and historical sites. Evaluate the usefulness of these resources to student learning.

16. Describe and evaluate the school's use of technology in its educational programs. Include the following:
  - a. The number and type of equipment deployed
  - b. How technology is integrated into the school's curriculum
  - c. How the equipment is acquired, placed, used, maintained, and replaced
  - d. The administrative and faculty personnel responsible for technology
  - e. A description of long-range planning for technology

*For schools with Roman Catholic affiliation please answer these questions in addition to those above:*

17. Analyze and describe the priority of religious instruction and formation.
18. Analyze and describe the integration of religious truths and values across the curriculum.
19. Analyze and describe the degree to which the curriculum strengthens Catholic identity.

---

## IX. RESIDENTIAL LIFE

---

**Criterion:**

The residential life program reflects the school's philosophy, enhances the personal growth of the students, and complements the school's other educational programs.

**Standards To Be Applied:**

1. Residential life is consistent with the school's philosophy, mission, and goals.
2. The programmatic goals, policies, and procedures governing residential life are clearly defined in writing and are articulated to the various school constituencies.
3. The school's governing body, administration, faculty and staff effectively support residential life.
4. The students understand, are committed to, and involved in the residential program.
5. The residential facilities adequately support the residential program.
6. Residential life is systematically evaluated.

---

## IX. RESIDENTIAL LIFE

---

1. Provide the following as on-site exhibits:
  - a. a physical description of each dormitory including a typical student room, common spaces (if any), and each adult living accommodation
  - b. a physical description of campus housing units for teachers/staff which are not part of the student dormitory units
  - c. a copy of all health and safety policies and procedures pertaining to residential life
  - d. a description of the dormitory staffing organization, and the responsibilities and expectations of the dormitory staff and all other school personnel with residential responsibilities
  - e. a description of the roles of non-resident faculty and staff in residential life
  - f. a description of the organization, responsibilities and expectations of residential student leaders (if such exist)
  - g. the specific rules and expectations governing residential life for students
  - h. a list of compensatory perquisites (if any) available only to school personnel fulfilling residential responsibilities.
2. How does the residential program serve the school's philosophy and purpose?
3. Describe how the residential policies and practices promote the goals of residential life.
4. How are these policies and practices developed? Who participates in the process of their review? How frequently and in what ways are they reviewed?
5. Describe and evaluate the curriculum for the residential program, its goals, content, and implementation. Describe the role of the persons responsible for its development and evaluation.
6. What are the criteria for selecting and assigning residential staff? Describe any specific training, including orientation or in-service training, for staff members responsible for the residential program. How are the residential staff members evaluated?
7. What are the school's goals for length of service in dormitories? How are these goals accomplished? Are provisions made for rotating primary adult responsibility of dormitories? How are these provisions accomplished?

8. Describe the common duties and responsibilities students have in the dormitory and in other facets of the residential program.
9. What policies and procedures are used in making student rooming assignments? Who is responsible for such assignments?
10. What special student support services, including those dealing with students' health and safety, does the school provide for its residential students? How effectively are they staffed and implemented?
11. Describe scheduled and spontaneous activities that regularly support and sustain residential life, including evening and weekend activities. What role do faculty and students have in the planning of activities? Evaluate the effectiveness of the activities program and identify needed areas of improvement.
12. If the school is predominantly a boarding school, describe and evaluate the ways in which day students are integrated into the life of the school. If the school is primarily a day school, describe and evaluate the ways in which the relationships between boarding and day students are fostered.
13. Describe the criteria and the processes by which the effectiveness of the residential program and the success of residential life are measured. Identify needed areas of improvement in the residential program.

---

## **X. THE LIBRARY, ELECTRONIC AND PRINT RESOURCES**

---

### **Criterion:**

The electronic and print resources, facilities, staffing, and budget adequately support the philosophy and programs of the school.

### **Standards To Be Applied:**

1. The electronic and print resources adequately reflect and support the philosophy and mission of the school.
2. Electronic and print resources are accessible to students and teachers and are effectively used by them.
3. The library collection adequately reflects the depth and diversity of human thought and experience.
4. The school has adequate staffing to support the library and educational technology.

---

## **X. THE LIBRARY, ELECTRONIC AND PRINT RESOURCES**

---

1. Describe the electronic and print resources and the ways they support and complement the educational programs of the school. Evaluate the adequacy of the resources and services to meet the needs of the educational programs.
2. Describe the ways teachers make use of the library, print and electronic resources.
3. Describe staffing for the library, information technology and educational technology and include job descriptions for each position.
4. If volunteers are used, explain the ways in which they are trained, assigned tasks, and supervised.
5. Describe the policies that guide the acquisition and use of electronic and print resources and materials. Explain how teachers and others are involved.
6. Describe the ways in which the library's collection and visual displays adequately reflect various ideological, cultural, and racial experiences of men and women. What strengths or weaknesses are apparent in these aspects of the library?
7. Describe how students are encouraged to take advantage of electronic and print resources and how they are instructed in their use.
8. How is the electronic and print resources budget determined? List sources of funding. Are they adequate?
9. In what ways could the electronic and print resources program, facilities, or collection be improved? Describe any plans for changes or improvements in the near future.

---

## **XI. THE SCHOOL PLANT**

---

### **Criterion:**

The physical plant, facilities and equipment enable the school personnel to effectively implement the school program.

### **Standards To Be Applied:**

1. The school's buildings, grounds, and equipment are adequately maintained and in good repair.
2. Lighting, electrical, heating, ventilation, plumbing and security systems are adequate.
3. Housekeeping is adequate by normal standards and the buildings and grounds are clean and free of litter.
4. A plan exists for the renewal, repair and replacement of facilities.

---

## **XI. THE SCHOOL PLANT**

---

1. Append a map or sketch of the campus, indicating major buildings, as a guide to the visiting team.
2. Assess the general adequacy of the physical plant. What internal mechanisms are in place to audit the conditions and needs of the physical plant? What plans does the school have to improve the campus?
3. Describe the staff organization for the management and maintenance of the physical plant.
4. Describe briefly the role of the governing body in relation to the decisions affecting the physical plant.
5. How is the administration informed of needs for repairs, maintenance, equipment replacement, or additions?
6. For coeducational schools, describe the ways the school provides for equal use of facilities for both boys and girls.
7. Provide as on-site exhibits copies of recent reports by the health inspector, the fire marshal, and other government agencies.
8. Describe the school's facilities master plan. How is it implemented and updated?
9. Describe the process for review of the adequacy and needs of the physical plant. Who participates? How are decisions made?
10. What specific measures have been taken to conserve energy?

---

## **XII. HEALTH AND SAFETY**

---

**Criterion:**

The members of the school community will pursue the school's mission and purpose in a safe and healthy environment.

**Standards To Be Applied:**

1. The school's buildings, equipment, and grounds are safe.
2. To deal with major disasters the school will have written procedures that are clearly understood by those involved in their implementation.
3. To deal with injuries and illness the school will have written procedures that are clearly understood by those involved in their implementation.
4. All written procedures dealing with health and safety are reviewed regularly.
5. The school provides adequate supervision and instruction to reduce hazards to health and safety.

---

## XII. HEALTH AND SAFETY

---

1. Provide as an on-site exhibit the following materials:
  - a. a map of all major utility shut-off valves
  - b. a list of those responsible for shutting off utilities in case of an emergency
  - c. an inventory of emergency supplies, if any
  - d. a copy of the log in which emergency drills are recorded
  - e. a copy of the notice to parents concerning emergency procedures
2. How does the school ensure that its facilities are in compliance with applicable codes and statutes governing safety? Include information on any findings of recent inspections by government agencies (e.g., fire department, building department, health department, etc.) and the date of the most recent inspection.
3. Describe and evaluate the school's preparations and plans for fire, earthquake, or other disasters. Include information on the frequency and proficiency standards of fire and earthquake drills, evacuation procedures, means of emergency communication, etc.
4. Describe the liaison between the school and local law enforcement. Has local law enforcement visited the school? Does the police department have an up-to-date map of the school?
5. Describe and evaluate the school's procedure for dealing with injuries and sudden illness. What are the ordinary first-aid procedures? Who is responsible for treating minor injuries and for determining a course of action in the case of more serious ones? What provision does the school make for a student who becomes sick during the school day?
6. What plan is there for protecting the school community from contagious disease? Describe the school's policy and practice for compliance with OSHA standards regarding blood-borne pathogens.
7. Explain how school personnel store and administer medications. Are first aid supplies readily available? Where?
8. How does the school regulate traffic on and near the campus? Describe and evaluate student drop-off and pick-up procedures. Describe and evaluate the school's policies regarding the transportation of students to and from campus.
9. If there are school vehicles used to transport students, are they and their use in compliance with current California law and codes? If not, describe the school's plan to meet standards and codes. Describe the safety measures that drivers and passengers must follow and the means of ensuring that the vehicles are safely maintained and that the drivers are properly trained and licensed.

10. List the school's regulations regarding safe student conduct on playgrounds and athletic fields. Describe other means the school employs to create awareness of safety rules, to prevent injury, to identify and remove hazards, etc.
11. How are health and safety plans documented, reviewed, and updated?
12. Describe the school's policies and practices for compliance with OSHA standards, including safe seismic storage, labeling, and disposal of toxic materials. How and by whom are compliance decisions made, communicated, and implemented?
13. Describe the training programs for health and safety offered to and required of faculty and staff.
14. Various off-campus activities (e.g., outdoor/experiential education, field trips) of school groups often have health/safety concerns that are different from the general health/safety concerns within the school. These activities deserve their own plan and evaluation. Briefly describe each of these programs that have special health and safety concerns and include the following information:
  - a. policies and procedures specifically related to these programs, including periodic in-house safety reviews, accident reporting procedures and documentation, and insurance coverage
  - b. qualifications, hiring, renewal, and evaluation of staff responsible for the programs
  - c. procedures for review of appropriateness, safety, condition and upkeep of equipment, and/or facilities used for such programs
  - d. policies regarding transportation for these activities
  - e. procedures for contacting parents in emergency situations
  - f. methods of review and evaluation of all aspects of the programs

---

### **XIII. ACTION PLAN: SUMMARY OF SELF-STUDY FINDINGS**

---

#### **Criterion: School Improvement Plan**

The administration and faculty, along with the governing body, will develop a plan to address the areas for improvement identified through the self-study process and update the plan following the receipt of the Visiting Committee report.

#### **Standards to be Applied:**

1. The plan responds specifically to issues raised in the self-study.
2. Administration and faculty will include this plan as they organize, manage, and support an ongoing improvement process.
3. The governing body and administration support implementation of the plan by allocating sufficient fiscal and personnel resources to ensure its accomplishment.

---

### **XIII. ACTION PLAN: SUMMARY OF SELF-STUDY FINDINGS**

---

Based upon the self-study findings, the school creates a schoolwide Action Plan that addresses the major areas for improvement. Included in each section of the Action Plan are the following:

- statement of area for improvement
- brief statement of the rationale for identifying this area
- impact on student personal and academic growth
- specific steps
- timeline
- person(s) responsible
- resources
- ways of assessing progress
- means to report progress to all members of the school community

All staff members and other members of the school community discuss specific strategies that would support sections of the Action Plan. These findings are presented to the Steering Committee for inclusion in the self-study report.

In addition, the Steering Committee develops (1) strategies that provide for ongoing involvement of all stakeholders (2) strategies to ensure that the schoolwide Action Plan is being implemented and monitored, and (3) ways to keep the entire school community informed about the progress being made.



---

**STATISTICAL SUPPLEMENT**

---

---

## II. THE GOVERNING BODY

---

### BOARD COMPOSITION/Question 3 (page 17)

---

Please complete the following:

- Total size of board: \_\_\_\_\_
- Does the school head hold an office? \_\_\_\_\_
- Is the head a voting or non-voting member? \_\_\_\_\_
- Please indicate the number in each case:

Men \_\_\_\_\_ Current Parent \_\_\_\_\_  
 Parents of Alumni/ae \_\_\_\_\_  
 Women \_\_\_\_\_ People of Color \_\_\_\_\_

- Indicate whether the following constituent groups are formally represented and, if so, if they are voting or non-voting members:
  1. Alumni Association
  2. Parent Association
  3. Faculty

### BOARD/HEAD JOINT RESPONSIBILITIES/Question 3 (page 17)

---

List those areas of school operations which the board considers to be solely its own, those shared with the head, and those solely the head's. The response may follow the form given below:

Board Responsibility	Joint Responsibility	Head's Responsibility

---

**V. ADMINISTRATION, FACULTY, AND STAFF**  
**B. FACULTY**

---

**COMPENSATION/Question 3 (page 28)**

---

Please complete the charts below.

**Range of Full-time Teaching Salaries**

	<b>Low</b>	<b>Median</b>	<b>High</b>
Current Year			
One Year Ago			
Two Years Ago			
Three Years Ago			
Four Years Ago			

**Range of Cash Salaries by Total Years of Teaching Experience**

<b>Years Experience</b>	<b>Range of Salaries</b>		<b>Number of People in This Range</b>
	Low	High	
0 with BA			
1 - 5			
6 - 10			
11 - 15			
16 - 20			
Over 20			

State the starting salary for a full-time teacher with no experience and the minimally required education: \_\_\_\_\_

---

**V. ADMINISTRATION, FACULTY, AND STAFF**  
**B. FACULTY**

---

**FACULTY PROFILE/Question 3 (page 28)**

---

Complete the faculty profile

*Include all instructional support personnel - librarians, classroom aides, etc.*

**Faculty Information**

	<b>Men</b>	<b>Women</b>	<b>People of Color</b>
Full Time			
Part Time			

**Faculty by Teaching Experience**

*Distribution of faculty by years of teaching experience (including current year):*

	<b>1-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>Over 20</b>
Number of Women					
Number of Men					

**Faculty by Teaching Experience at this School**

*Distribution of faculty by years of teaching at this school (including current year):*

	<b>1-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>Over 20</b>
Number of Women					
Number of Men					

**Teacher Load (Secondary Grades)**

*Provide the following information for each member of the faculty:*

<b>Teacher</b>	<b>Classes Taught</b>	<b>Grade Level</b>	<b>Number of Sections</b>	<b>Number of Students</b>	<b>Number of Preparations</b>

**V. ADMINISTRATION, FACULTY, AND STAFF**  
**B. FACULTY**

**FACULTY PROFILE CONT./Question 3 (page 28)**

**Distribution of Teachers/Classroom Assistants/Interns (Elementary Grades)**

Complete the chart below counting each teacher under every grade where he or she regularly works with students:

Grade	Full-time Teachers	Specialist Teachers	Assistants/Interns
Preschool			
Kindergarten			
First Grade			
Second Grade			
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Seventh Grade			
Eighth Grade			

**Changes in Teaching Staff (Elementary and Secondary)**

	Current Yr.	Last year	20 ____	20 ____	20 ____
Number of faculty					
Number not returning					

*Reasons: (Please note the number not returning under the appropriate heading)*

Contract not renewed					
Moved out of area					
Medical					
Retirement					
Change of career					
Took position at another: <i>Independent school</i>					
<i>Public school</i>					
<i>Private school</i>					
Other					

---

**V. ADMINISTRATION, FACULTY AND STAFF**  
**C. SUPPORT STAFF**

---

**STAFF PROFILE/Question 1 (page 31)**

---

State the number of people engaged as either full-time or part-time employees in each of the following categories:

	<b>Full-time</b>	<b>Part-time</b>
Office Assistants		
Additional Clerical Help		
Facilities Staff		
Food Service Staff		
Nurse		
Other		

---

## VI. THE STUDENTS

---

### ELEMENTARY SCHOOL GRADUATE PROFILE/Question 7 (page 33)

---

List all secondary schools (public, independent, parochial, etc.) attended by your graduates of the past four years:

#### Secondary School Admission

Name of School	Last Year	2 yrs. ago	3 yrs. ago	4 yrs. ago

## VI. THE STUDENTS

### ENROLLMENT HISTORY/Question 7 (page 33)

**Number  
Enrolled**  
Current Year:

	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Boys</b>														
<b>Girls</b>														
<b>Total</b>														

Last Year:

<b>Boys</b>														
<b>Girls</b>														
<b>Total</b>														

Two Years Ago:

<b>Boys</b>														
<b>Girls</b>														
<b>Total</b>														

**New Students**  
Current Year:

<b>Boys</b>														
<b>Girls</b>														
<b>Total</b>														

**Total Withdrawals** (in the past three years):

<b>Yr. 1</b>														
<b>Yr. 2</b>														
<b>Yr. 3</b>														

**Withdrawals and students who did not re-enroll due to:**

	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Relocation</b>														
<b>Academic Weakness</b>														
<b>Family Dissatisfaction</b>														
<b>Financial Reasons</b>														
<b>Counseled Out</b>														

---

## VIII A. THE PROGRAM: SECONDARY GRADES

---

### GRADUATING CLASS PROFILE/Question 3 (page 40)

---

Provide the following information for each graduate in each of the last three graduating classes. If the school records rank in class, organize the list by rank; otherwise, list graduates alphabetically. For grades 9-12, use unweighted GPA (see example below).

<b>Rank</b>	<b>GPA</b>	<b>Critical Reading</b>	<b>Math</b>	<b>Writing</b>	<b>College Attending</b>
1	3.8	700	650	680	Williams
2	3.7	680	720	600	UC Berkeley

Please give the composite average for each of the last five graduating classes:

	20 ____	20 ____	20 ____	20 ____	20 ____
GPA					

**CEEB TEST HISTORY SUMMARY/Question 3 (page 40)**

---

A. On the following chart indicate the number of students in the last three graduating classes who scored within each of the defined ranges on the SAT Reasoning Test:

	Critical Reading			Math			Writing		
	20 ____	20 ____	20 ____	20 ____	20 ____	20 ____	20 ____	20 ____	20 ____
<b>800 - 700</b>									
<b>699 - 600</b>									
<b>599 - 500</b>									
<b>499 - 400</b>									
<b>399 - 300</b>									
<b>299 - 200</b>									
<b>Total</b>									

B. Please complete the following chart showing the test record on all SAT Subject Tests for your last three graduating classes:

	20 ____			20 ____			20 ____		
	Number Taking Test	High/Low	Mean	Number Taking Test	High/Low	Mean	Number Taking Test	High/Low	Mean
<b>Test (Sample)</b>	25	720-480	520	21	690-500	530	28	750-490	560
<b>Math Level II</b>									
<b>Physics</b>									
<b>Etc.</b>									

**ADVANCED PLACEMENT TESTS/Question 3 (page 40)**

---

Please complete the following charts for each of the last three graduating classes. Show results of all AP examinations taken by your graduates whether or not the school offered a formal AP course.

Example:

1) 20 \_\_\_\_

AP Test	# Enrolled in AP Class	# Taking AP Exam	Score Distribution					% Scoring 3 or Better
			1	2	3	4	5	
English								
Etc.								

2) 20 \_\_\_\_

AP Test	# Enrolled in AP Class	# Taking AP Exam	Score Distribution					% Scoring 3 or Better
			1	2	3	4	5	
English								
Etc.								

3) 20 \_\_\_\_

AP Test	# Enrolled in AP Class	# Taking AP Exam	Score Distribution					% Scoring 3 or Better
			1	2	3	4	5	
English								
Etc.								



## **Section Three: Instructions for the Visiting Committee**

### **VISITING COMMITTEE MEMBER RESPONSIBILITIES**

#### **Responsibilities Prior to the Visit**

---

1. Provide to the committee Chair your preferred areas of coverage during the visit.
2. Attend the team member training session if untrained (dates and locations on the CAIS website).
3. Read the school's self-study, which you should receive by December 1, relating it to the CAIS/WASC standards and criteria in the accreditation manual.
4. Determine the extent to which the school has followed the parameters of the self-study:
  - a. The involvement of the school community in a collaborative way.
  - b. The clarification of the school's purpose and goals for students.
  - c. The assessment of all aspects of the school's operations, the student program and its impact on student personal and academic growth with respect to the criteria and standards.
  - d. The development of an Action Plan, as well as an accountability system for monitoring the plan's implementation.
5. Complete pre-visit preparation
  - a. Review the standards/criteria with respect to the analysis of the self-study report; study other pertinent materials.
  - b. Compare the school's self-findings to the concepts of the standards/criteria. Critique the Action Plan.
  - c. Write questions regarding the issues, concerns, clarifications and evidence that should be pursued during the visit.
  - d. Develop tentative narrative statements for assigned sections of the Visiting Committee report. Send these to the Visiting Committee Chair prior to the visit.
6. Confirm the meeting time and location and schedule for the visit.
7. Bring the following materials to the visit:
  - a. Accreditation manual
  - b. Self-Study Report
  - c. All notes
  - d. Credit card or cash to cover reimbursable expenses
8. Arrive on time and do not schedule other commitments during the visit.

## Responsibilities During the Visit

---

*To what degree is the school meeting the CAIS/WASC standards/criteria? Time is limited so don't overemphasize particular concerns. The goal is to clarify information already in the school report and secure information not yet provided.*

### 1. Gathering Information

(See *Tips: Gathering, Reviewing, and Analyzing Data/Information* in Section Four of this manual.)

- a. Demonstrate a genuine interest in the school's welfare and a desire to be helpful. Establish rapport with the staff.
- b. Assure teachers that classroom visits are not evaluative but are planned to observe the general instructional atmosphere and climate of the school.
- c. Frame open-ended questions to elicit information without reflecting value judgments.
- d. Help all concerned to recognize the needs of the school and develop a desire for school improvement.
- e. Don't allow pressure groups or individuals to distract you from the main task and schedule.
- f. Allow adequate time and give appropriate feedback to responses to questions.
- g. Concentrate on being a good listener. Be aware of nonverbal feedback.
- h. Provide regular feedback to the Steering Committee and other staff members regarding findings as a result of the visit, not the self-study alone.

### 2. Utilize the CAIS/WASC standards/criteria as a comparison base throughout entire visit.

- a. Let the program unfold; don't prejudge. Validate, verify, and document. Be aware of personal biases that can influence observation.
- b. Look at the quality of program experienced by students and evidence of successful student learning.
- c. Look for evidence of a process for school improvement.
- d. Structure the gathering of evidence (class/program observations, interviews, examination of student work and other information) for the final Visiting Committee report.
- e. Meet with the Steering Committee to present and thoroughly discuss the draft of the Visiting Committee report.

### 3. Working with the Visiting Committee/Preparing the Report

- a. Work cooperatively with Visiting Committee members to discuss findings and make decisions.
- b. Write recommendations and commendations that reflect the standards and criteria that will serve as guidelines for school improvement.
- c. Make necessary modifications to the Visiting Committee report and come to closure on it.

#### 4. Preparing the Documentation and Justification Statement

- a. Assist the Chair in preparing the confidential Documentation/Justification Statement for the CAIS Board of Standards and WASC Commission, ensuring that correlation is evident between the recommended term and the Visiting Committee report.
- b. Participate in the Visiting Committee discussion of the Recommendation for a Term of Accreditation.
- c. Participate in the presentation of all the recommendations and commendations to the staff at the close of the visit. **Do not imply the recommended term of accreditation** or respond to questions.
- d. Complete the expense voucher and submit to the team Chair for submission to the school.

## VISITING COMMITTEE CHAIR RESPONSIBILITIES

### Responsibilities Prior to the Visit

---

1. Attend team member training session (dates and locations will be posted on the CAIS website).
2. Communicate immediately with team members following the receipt of the roster.
  - a. Send the general school description; CAIS will send the accreditation manual directly to Visiting Committee members.
  - b. Download the Documentation and Justification Statement template from the CAIS website.
  - c. Request chapter assignments based on areas of interest/expertise.
  - d. Remind untrained members that they are required to participate in CAIS/WASC Visiting Committee training (dates and locations will be available at [www.caisca.org](http://www.caisca.org)).
3. Study the school description, samples, and templates in the accreditation manual.
4. Review the parameters to be accomplished through the self-study:
  - a. The involvement of the school community in a collaborative way.
  - b. The clarification of the school's purpose and goals for students.
  - c. The assessment of all aspects of the school's operations, the student program and its impact on student personal and academic growth with respect to the criteria and standards
  - d. The development of an Action Plan, as well as an accountability system for monitoring the plan's implementation.
5. Communicate with the head of school and the Self-Study Coordinator to answer questions or give assistance.
6. Arrange an initial one-day visit in the fall to meet with the head, Self-Study Coordinator, Steering Committee, and others suggested by the head.
7. Make certain that the school has:
  - a. Developed a calendar/timeline for the self-study process
  - b. Oriented staff and trained committee Chairs
  - c. Organized the school for the self-study process and report
  - d. Developed the Introduction
  - e. Noted progress since the previous full self-study
  - f. Used CAIS/WASC standards/criteria to gather and analyze evidence, synthesize findings, and write the report.
  - g. Developed the Action Plan.
8. Preview the school report's table of contents, and an emerging Action Plan section.  
*Strategic Plans may not be submitted in place of an Action Plan.*

Action Plan sections include:

- Statement of areas for improvement
- Brief statement of the rationale for identifying each area for improvement

- Impact on student personal and academic growth
- Specific steps
- Timeline
- Person(s) responsible
- Resources
- Ways of assessing progress
- Means to report progress to all members of the school community

9. Arrange for the following:

- a. A display of on-site exhibits for the Visiting Committee
- b. The final schedule
- c. An adequate, private, and secured work space for the Visiting Committee and for the various meetings with school groups.
- d. Computer access and technical and clerical support
- e. Housing arrangements for team members.

10. Maintain contact with the school to determine progress on areas under #7 (above).

11. Send a second letter or email message to the Visiting Committee members, in which you:

- a. Assign areas and chapters to be covered
- b. Evaluate the school's self-study in light of the CAIS/WASC standards/criteria
- c. Require written questions about issues, concerns, clarifications, and evidence that should be pursued during the visit
- d. Require written draft narrative statements for assigned sections of the Visiting Committee report
- e. Provide the schedule for the visit.

12. Make final contact with the Visiting Committee members to:

- a. Offer assistance with understanding assigned tasks and pre-writing
- b. Remind the members to send questions and draft writing
- c. Confirm the initial meeting time
- d. Remind the members to take cash/credit card for expenses that will be reimbursed after the visit.

13. Download the report templates from the CAIS website. Write a draft of the following sections prior to the visit (*refer to p. 80 for detailed guidelines on the formatting of these sections*):

- |  |  |
|--|--|
| I. Introduction  | V. Major Commendations & Recommendations |
| II. Assessment of the Progress Report                              | VI. Comments on the Action Plan          |
| III. Comments on the Self-Study Process                            |  |
| IV. Assessment of the Quality of the School's Program & Operations |  |

Include all writing from the Visiting Committee members. Have the draft report ready for the initial Visiting Committee orientation meeting.

14. Schedule the orientation meeting for Visiting Committee members immediately prior to the initial meeting of the committee with school staff or volunteers (e.g., Sunday afternoon). Refer the committee to *Tips: Gathering, Reviewing, and Analyzing Data/Information* in the accreditation manual.

The orientation meeting should address:

- a. The purpose of the visit
- b. The importance of collaborative and open communication
- c. Emphasis upon standards/criteria as the basis for the self-study and the visit.
- d. Discussion of the self-study report: trends/perceptions, (questions, concerns and tentative written comments); relationship to standards/criteria; alignment of Action Plan to findings.
- e. Discussion of ways to gather evidence
- f. Review of the initial meeting with the school representatives and overall schedule
- g. Determination of the term of accreditation and Documentation and Justification statement for the CAIS Board of Standards and the WASC Commission.

### **Responsibilities During the Visit**

---

*To what degree is the school meeting the CAIS/WASC standards/criteria?*

1. Hold an orientation meeting for the Visiting Committee members.
2. Initial meeting on first day of the visit with school leaders that includes a discussion of the general perceptions gleaned from the self-study.
3. Facilitate the visit:
  - a. Maintain a positive atmosphere
  - b. Stay on task and keep all Visiting Committee members actively involved.
  - c. Maintain open communication and collaboration at all times.
  - d. Communicate regularly with school head, administrators, Self-Study Coordinator, and Steering Committee. Be sure the school has the opportunity to ask questions before the final draft of the Visiting Committee report is developed.
  - e. Ensure that no evidence is overlooked and all classrooms are visited
  - f. Coordinate the preparation of the Visiting Committee report, reminding members not to be prescriptive.
  - g. Relate Visiting Committee discussions to the CAIS/WASC standards/criteria.
  - h. Coordinate the completion of the Visiting Committee report.
4. At the final meeting with the Steering Committee, facilitate and discuss 1) standards/criteria, 2) the school report, 3) student personal and academic growth, 4) the Action Plan, and 5) the Visiting Committee findings, as reflected in the draft of the Visiting Committee report.
  - a. Ensure the Steering Committee has an opportunity to ask questions and clarify areas of the report.
  - b. Work with the Visiting Committee members to discuss and investigate any issues or questions raised in the dialogue with the Steering Committee.
5. Make Visiting Committee report modifications and finalize report.
6. Visiting Committee members individually review each CAIS/WASC criterion/standard. Facilitate the discussion of the term of accreditation that will be recommended to the CAIS Board and WASC Commission.

7. Coordinate the completion of the confidential Recommended Term of Accreditation page and the Documentation/Justification Statement for the CAIS Board of Standards and the WASC Commission.

Ensure:

- a. Alignment between the Visiting Committee report and the recommended term.
  - b. Member signatures on the term sheet.
  - c. Brief description of the discussion and term option considered by the Visiting Committee.
  - d. A clearly stated rationale based upon factors impacting term of accreditation.
8. Edit the final Visiting Committee report with the assistance of the Visiting Committee members. Ensure that all key topics of the chapters are addressed.
  9. Review the final Visiting Committee report with the Head of School and Self-Study Coordinator. **Do not leave a copy of the report at the school.**
  10. Present all of the recommendations and commendations to the staff at the close of the visit. **Do not imply the recommended term of accreditation** or respond to questions.
  11. Stress the importance of immediate follow-up to integrate the Visiting Committee recommendations into the schoolwide Action Plan.

### **Responsibilities After the Visit**

---

1. Send the team member expense vouchers to the school immediately.
2. Complete the final editing of the Visiting Committee report, including the Documentation and Justification Statement and the Recommendation for Term of Accreditation.
3. Send one hard copy and an email attachment to CAIS ([jmcmanus@caisca.org](mailto:jmcmanus@caisca.org)) and, for schools jointly accredited, 10 hard copies to WASC. Send these copies to the respective organizations within 10 days after the visit. **Do not send a copy to the school.**
4. Keep copies of ALL forms and the Visiting Committee report.
5. Send appropriate letters of appreciation.
6. Following notification from CAIS and WASC, communicate to the Visiting Committee members the final accreditation term awarded to the school.



## Section Four: Samples for the Visiting Committee

### Sample Schedule for the Visit

*This sample schedule should be modified to meet the specific needs of the school and the committee. For large schools or schools with two campuses, additional time may be needed and for small schools less time.*

#### DAY BEFORE VISIT

---

1:00 pm	Committee meets to become acquainted and discuss perceptions of self-study.
3:30 pm	Visiting Committee meets in school head's office. Orientation to the school plant, location of meeting rooms, and meeting with Steering Committee.
5:00 pm	Meeting of the Visiting Committee for instructions from the Chair, setting up assignments, organizing the work of the committee, and examining supplementary materials.
6:00 pm	Meeting with governing board and community representatives. <sup>a</sup>
7:30 pm	Dinner – Visiting Committee alone.

#### FIRST DAY

---

7:30 am	Informal continental breakfast with faculty at school <sup>b</sup>
8:00 am - 3:00 pm	Classroom visits and department and/or home group meetings, as needed.

#### **Committee Meetings**

8:00 am	Committee Meeting: Chapter I ( <i>Philosophy and Purpose</i> )
9:30 am	Committee Meeting: Chapter II ( <i>Governing Body</i> )
11:00 am	Committee Meeting: Chapters III ( <i>Finances</i> ) & IV ( <i>Development/Fund-Raising</i> )
Noon	Lunch Committee Meeting: Chapter V ( <i>Administration, Faculty, and Staff</i> )
1:00 pm	Committee Meeting: Chapter VI ( <i>Students</i> ) and, when appropriate, Chapter IX ( <i>Residential Life</i> )
2:00 pm	Committee Meeting: Chapter VII ( <i>Community of the School</i> )
3:00 pm	Committee Meeting: Chapters VIII ( <i>Program</i> ) & X ( <i>Library</i> )
6:00 pm	Dinner – Visiting Committee alone
7:00 pm	Meeting of Visiting Committee to discuss observations, further examine supplementary materials, and begin preliminary writing.

#### SECOND DAY

---

8:00 am - 3:00 pm	Classroom visits, department or home group meetings and staff interviews, as needed.
-------------------	--

#### **Committee Meetings**

8:00 am	Committee Meeting: Chapter XI ( <i>School Plant</i> )
9:30 am	Committee Meeting: Chapter XII ( <i>Health and Safety</i> )
1:30 pm	Visiting Committee meeting: begin to draft Visiting Committee report
3:00 pm	Ad hoc meetings with individuals or groups, as indicated
6:00 pm	Dinner – Visiting Committee alone
7:00 pm	Visiting Committee continues to prepare draft of Visiting Committee report

## THIRD DAY

---

8:00 am	Special meetings as arranged
9:30 am	Visiting Committee meeting to recheck information with school committees or individuals, as necessary, and to complete draft of Visiting Committee report
11:00 am	Visiting Committee meeting, including lunch, with the school Steering Committee, (include Chairs of the various school committees) to present Visiting Committee report for discussion, reaction and clarification. The Visiting Committee report might be revised as a result of this meeting.
2:00 pm	Complete drafting of Visiting Committee report. Visiting Committee completes and signs " <i>Recommendation for a Term of Accreditation.</i> " (Ballot)
3:30 pm	Visiting Committee report presented to the school. All members of the school community (faculty, staff, students, governing board, etc.) should be encouraged to attend. <b>The committee will not read nor report to the head the recommendation of term. This recommendation is made to the Board of Standards, which is responsible for assigning the term of accreditation.</b>

### *Notes on the Schedule*

- a) *An informal cocktail setting allows the committee members to speak with many members of the board. This is preferable to a seated dinner.*
- b) *This breakfast gives the faculty an opportunity to meet the committee in an informal, non-threatening setting before the classroom visits.*

## Sample Schedule for the Visit: Small Elementary Schools (enrollment below 200 students)

### FIRST DAY

---

2:00 pm	Committee meets at hotel to get acquainted and to organize the visit
4:00 pm	Tour of school with head; meeting with Steering Committee
5:30 pm	Informal reception with board and administration <sup>a</sup>
7:00 pm	Dinner – Visiting Committee alone
8:30 pm	Planning, preliminary writing

### SECOND DAY

---

7:30 am	Informal continental breakfast with faculty at school <sup>b</sup>
8:30 am	Classroom visits & meetings with students
Noon	Box lunch at school with parent association officers
1:00 pm	Classroom visits and visits with staff and administrators <sup>c</sup>
3:30 pm	Meetings with key faculty or entire faculty
4:40 pm	Begin writing report
6:30 pm	Dinner – Visiting Committee alone
7:30 pm	Report writing, editing

### THIRD DAY

---

8:00 am	Complete visits and interviews, write report
Noon	Lunch in committee room. Complete report
1:30 pm	Chair meets with head and Steering Committee to go over major commendations and recommendations
3:30 pm	Chair reads major recommendations and commendations or entire report to faculty, administration and members of other school constituencies <b>The committee will not read nor report to the head the recommendation of term. This recommendation is made to the Elementary Board of Standards, which is responsible for assigning the term of accreditation.</b>
4:00 pm	Committee departs

### Notes on the Schedule

- a) *An informal cocktail setting allows the committee members to speak with many members of the board. This is preferable to a seated dinner.*
- b) *This breakfast gives the faculty an opportunity to meet the committee in an informal, non-threatening setting before the classroom visits.*
- c) *Visits with various staff and administrators can be made by individual committee members.*

## **Visiting Committee Report Format**

As you write the Visiting Committee report, keep in mind that the audience is both the school and the CAIS/WASC readers.

### **I. INTRODUCTION (1 page)**

---

*See sample on page 83*

In writing this profile the committee may draw substantially upon what the school has submitted about itself as long as it includes the following: enrollment, origins, purposes, character, environment, constituency, programs and other important identifying characteristics. It is also important to include information and observations not included in the school's summary about itself, such as issues of growth and significant changes. Remember that readers of the report are introduced to the school through this profile and that it serves as a context for understanding the report. Include a copy of the school's mission statement.

### **II. ASSESSMENT OF THE PROGRESS REPORT (2 pages)**

---

*See sample on pages 84 and 85*

Discuss the major changes and the progress made on previous major recommendations. The focus of this section is to discover how the school uses its self-study and accreditation visits. While the school is required to respond to all major recommendations, the school is not required to implement each. A major change might be a new head of school, completion of new buildings and a major capital campaign, or changes in the school's grade level configuration. (For schools that hold provisional membership in CAIS, there will be no progress report for the Visiting Committee to assess.)

### **III. COMMENTS ON THE SELF-STUDY PROCESS (1 page)**

---

*See sample on page 86*

1. Determine whether the school included the five parameters in the self-study. These are:
  - a. Involvement and collaboration of the full school community in the self-study
  - b. Clarity of school purpose and goals for students
  - c. Assessment of all aspects of the school's operations, the actual student program and its impact on student personal and academic growth with respect to the standards and criteria
  - d. An Action Plan which identified needs
  - e. An accountability system for monitoring the implementation of the plan
2. Does the self-study accurately reflect the school's program for all students?
3. Does the observable evidence reflect a sampling of what all students are doing and producing with respect to the standards/criteria listed by CAIS/WASC?
4. Does the observable evidence match the school's plan?

#### IV. ASSESSMENT OF THE QUALITY OF THE SCHOOL'S PROGRAM & OPERATIONS (1-2 pages for each category)

---

*See sample on page 86*

Write an introductory paragraph for each of the chapters listed below (except for Chapter XIII. Action Plan) that summarizes an analysis of what currently exists at the school; this should be based on the self-study and the Visiting Committee's findings. Then write commendations and recommendations for each chapter. The Program section can be divided by discipline if you so choose.

Chapter I:	Philosophy and Purpose
Chapter II:	Governing Body
Chapter III:	Finances
Chapter IV:	Development/Fund-Raising
Chapter V:	Administration, Faculty, and Staff
Chapters VI:	Students
Chapter VII:	Community of the School
Chapter VIII:	Program
Chapter IX:	Residential Life
Chapter X:	The Library, Electronic and Print Resources
Chapter XI:	School Plant
Chapter XII:	Health and Safety
Chapter XIII:	Action Plan (no introductory paragraph needed)

#### V. MAJOR COMMENDATIONS AND RECOMMENDATIONS

---

*See sample on pages 87 and 88*

1. List major commendations and recommendations. **The major commendations and recommendations should also be marked with an asterisk in the chapter sections.**
2. Limit major commendations and recommendations to five to eight each.
3. **Major commendations should be limited to highly commendable strengths.** A cover letter to the school is a nice way of recognizing and thanking everyone.

Each commendation should include:

- The group responsible for this strength
- A clear, specific strength
- The impact of the strength on the school
- Accurate, specific documentation

4. **Major recommendations should not be prescriptive and should include only major institutional priorities.** They should be strong enough to enter institutional memory and clear enough to communicate the Visiting Committee's intent to readers of the report during the ensuing six-year period.

Each recommendation should include:

- Who will facilitate addressing the area for improvement
- A clear, specific area for improvement
- The positive outcome of dealing with the area for improvement
- Accurate, specific documentation

5. Document each commendation and recommendation with **at least two** of the following references and others as appropriate. Suggested order:
- *Self-study, pp.*
  - *Conference with "whom" (not individuals but groups, i.e., administration, faculty, staff, English department, math department, classified staff, students, parents, etc.)*
  - *Observation of "what"*
  - *CAIS/WASC criteria, other criteria used by the school in the self-study, school publications, courses of study, etc.*

**VI. COMMENTS ON THE ACTION PLAN CHAPTER XIII (1-2 PAGES)**

---

*See sample on page 89*

1. Comment on the plan developed by the school by asking the following questions:
  - a. Does the plan match what the school says it needs?
  - b. Will the plan improve the school and enhance student learning?
  - c. Is the plan feasible, financially and otherwise?
  - d. Is there sufficient commitment to the plan?
2. Discuss the factors that will support or impede the implementation of the plan.
3. Identify the means by which the school will self-monitor.

## **SAMPLE: Introduction**

---

The Seaside School, established in 1922, is an independent day school enrolling 400 young women in grades seven through twelve. The only California nonsectarian all-girls middle and upper school south of the Los Angeles Basin, it provides a rigorous college preparatory education. Drawing students from San Diego and Orange Counties, its location in a residential section of La Jolla allows the school to benefit not only from the region's cultural, recreational, and educational offerings, but also from neighboring UC San Diego's educational expertise and programs. The area's leading-edge biotechnology and venture capital firms are also important resources for the school.

The school is committed to diversity and inclusion, social justice and global awareness. Students of color comprise 40% of the student population; and in 2008-2009, 23% of the student body received financial aid, amounting to \$1.5 million. Of its sixty-eight faculty members—54 women and 14 men—ten are faculty of color. Sixty-two faculty members have advanced degrees. In addition to teaching, faculty are involved in advising students, sponsoring clubs, and chaperoning events. Some academic teachers also coach.

Academic excellence is a hallmark of the school. The school offers a combination of traditional and innovative approaches to learning in English, visual and performing arts, modern and classical languages, history and social sciences, mathematics, fitness and wellness, and the sciences. Additionally, community service and global education are valued and integral parts of the required curriculum. Advanced placement courses are offered in fifteen subject areas; and over the last five years, 94% of Seaside's students' AP scores have been 3 or higher. During the same period of time, Seaside's mean scores in all areas of the SAT test have been 150-200 points above the national or California comparable scores. Students are provided with comprehensive college counseling, and Seaside girls are typically admitted at a higher rate than the overall rate of admittance to the colleges to which they apply. Virtually all of their graduates enter four-year colleges or universities.

The three "R's" of the Seaside mission—resourcefulness, respect, and responsibility—reflect an emphasis on human values that has endured as a hallmark of the school's educational program. The school's motto—Minds and Hearts Changing the World—emphasizes Seaside's commitment to the kind of teaching and learning that prepares girls to make a difference in both local and global societies.

Since the last self-study, the school has built the Alicia Gonzalez Science Complex, dedicated in August 2009. Virtually every building on campus has undergone some kind of renovation during the last decade, including the gymnasium, the middle school wing, the administration building, the black-box theater, the art gallery, the language lab, several multimedia labs, and an all-deep pool. The library/media center includes an 18,000-volume automated library, electronic databases, and study space for students. Computers are available in every classroom, and all have Internet access. All of the buildings, including a classroom building, surround the beautifully landscaped heart of the campus, known as "The Center."

Seaside offers a wide assortment of extracurricular activities, including team sports, clubs, service learning projects, student government, dramatic and musical performances, peer tutoring and advising, art and science exhibits, teaching assistantships, internships, and global investigator trips. These extensive opportunities, along with the strong academic program, prepare young women to be responsible, involved global citizens.

## **SAMPLE: Assessment of the Progress Report**

---

The CAIS/WASC Visiting Committee made eight major recommendations. It was reported in the "CAIS/WASC Third Year Progress Report" that the school was conducting organized, regular follow-up on those recommendations using existing means of school improvement (standing committees, full faculty meetings, departments) and special means such as in-service days and administrative retreats.

Since the last report Grandview School has undergone the significant change of appointing a new head. The Campaign for the Nineties was successfully concluded raising \$16.5 million on a \$15 million goal. A third significant change was the development of the school's institutional mission statement. The school seems poised to accept the opportunity that this transition provides to examine its core values and set its priorities for the direction of its future.

All of the major recommendations from the last report have been addressed to some extent and significant progress has been made on several. The following reviews each of the major recommendations from the 2007 report:

1. *That priority attention be given by the Board of Trustees, the school administration, and the faculty to the development of a current and relevant statement of philosophy and purpose, which will define the unique character of Grandview School and articulate its educational mission for today and in the future. (self-study, p. 25; conferences with faculty and administration)*

Using a thorough and inclusive process, the school has developed a mission statement and a statement of purpose.

2. *That the resulting statement of purpose be widely disseminated to the entire school community and that it be used as a basis for formulating goals and objectives which will shape the curriculum and all other aspects of school life. (self-study, pp. 10-11, 33; conferences with parents, faculty, and parents)*

These statements are widely published to the schools constituencies through a variety of vehicles and methods; curricular and other programmatic goals and objectives seem consistent with the mission and purpose statements.

3. *That the Board of Trustees and entire school community address the commitment to gender equity and cultural diversity in order to establish a clearly articulated policy and necessary procedures for improving representation in both staff and student populations. (self-study, pp. 17, 22, and 49; conferences with faculty and students; mission statement)*

Although the school states its effort to address gender equity and cultural diversity, there exists no clearly articulated policy or necessary procedures for improving representation in both staff and student populations.

4. *Future planning for facility maintenance and improvement address the needs for a gymnasium, dormitory renovation and/or replacement, counseling center, optimum utilization of library space, etc. (self-study p. 51; conferences with faculty and students; observation)*

Considerable progress has been made on this recommendation in the form of a long-range facilities study and a capital campaign to support and implement the facilities needs and goals.

5. *That the administration make systematic and effective utilization of existing structures such as the Curriculum Committee, Faculty Committee, Student Senate, etc., in the decision-making process concerning the school's total educational program. (self-study, p. 27; conferences with faculty and students)*

Existing structures are used in decision-making regarding the school's educational program; specifically, in the case of the merger of the Faculty Committee and the School Committee, utilization of resources is more efficient and in the case of the Student Senate efforts to extend its scope have been systematic.

6. *That the administration and staff reevaluate curriculum priorities on a continuing basis including a consideration of the place of the arts and such affective education programs as the Four-Year Developmental Curriculum in the overall school program. (self-study, pp. 24-26; conferences with department chairs and faculty)*

Since the last visit, the arts and human development have been defined as departments, explicitly reflecting their position within curricular priorities and evidence of specific action on this recommendation.

7. *That the administration and faculty pursue the need for in-school professional development opportunities which are interdisciplinary and involve the total staff in such training areas as learning styles, learning disabilities, multicultural awareness and sensitivity, instructional technology, academic advisement, etc. (self-study, pp 15-20; conferences with faculty)*

Progress on this recommendation has been aggressively pursued and funded so that each of the specific elements of the recommendation has been covered: i.e., in school, interdisciplinary, and inclusive (all staff); learning styles; learning disabilities; multicultural awareness; instructional technology; and academic advising.

## **SAMPLE: Comments on the Self-Study Process**

---

1. The self-study process involved all constituencies of the school community and there is ample evidence of broad collaboration in the preparation of the report.
2. The school's purpose and learning expectations are clearly delineated in the report and have been widely circulated throughout the school community and in the school's publications.
3. The assessment of the student program is thorough and self-reflective and provides a useful, complete picture of the impact on personal and academic growth.
4. The school has included an Action Plan designed to address the identified growth needs. Appropriate accountabilities are in place for implementation of the Action Plan.

## **SAMPLE: Introduction to Report Chapters**

---

*Sample introduction to the Governing Body section. Major commendations and recommendations follow this introduction.*

The Board of Trustees consists of eighteen members, thirteen men and five women, and the head who is a non-voting member. There is no faculty representative. Seven board members are current parents, three are alumni parents, and one is a community member.

Since the last accreditation the school has established a new committee addressing long-term sustainability, and it has completely restructured the work of its committee on trustees. The other committees include nominating, personnel, finance and long-range planning. The board shares responsibility with the head for reviewing finances, long-range planning, employment policies, and fund-raising.

The board is supportive of fund-raising efforts and takes a leadership role in contributing to the school's development efforts, which currently include the capital campaign.

The board evaluates the head annually and carries out a self-evaluation biennially.

## **SAMPLE: Major Commendations and Recommendations**

---

*Most reports will average five to eight major commendations. Major commendations should be limited to highly commendable strengths only. It is not necessary to commend everyone in the school!*

The Committee Commends:

1. The Board of Trustees for its understanding of the school's mission and program, for its ongoing efforts in strategic planning, and for its passionate commitment to the school, which enables the school to realize its mission. *(self-study, pp. 18, 20; conference with Board of Trustees)*
2. The entire school community for creating and nurturing a richly diverse community that serves as a model of understanding, inclusiveness, and common spirit and enriches the lives of students, families, and all who work at Elmwood School. *(Mission Statement and Core Beliefs; self-study, pp. 5-6; conferences with parents, students, faculty, and administration; strategic plan)*
3. The Parent Organization for its vigorous support of and involvement in the life of the school, and for helping to sustain not just the yearly operation but the spirit of the school. *(self-study, pp. 89-90; conferences with parents and administrators)*
4. The faculty and administration for identifying the needs of students with different learning styles and for outlining indicators for teachers, thereby enhancing the school's ability to address the specific needs of its students. *(self-study, pp. 69-73; conferences with faculty, students, and admissions staff; Criterion, Chapter on Students)*
5. The Board of Trustees for its commitment to a tri-annual board retreat to undertake consideration of fundamental issues shaping the school and for its dedication to the overall cyclical planning process outlined in its long range planning guidelines, resulting in useful operational goals and objectives for administration, faculty, and staff. *(self-study, p. 37; conferences with Board of Trustees, Head of School, and administration)*
6. The faculty and administration for their commitment to undertaking a major curriculum review and revision, as outlined in the strategic plan, providing a systematic way to ensure that course offerings are relevant to young people in the 21<sup>st</sup> century. *(self-study, p. 184; strategic plan; conference with Administrative Council)*
7. The students for articulating in both words and actions the core values and guiding principles of the school, for embracing opportunities for leadership, for exemplary engagement in learning both in and out of the classroom, and for exhibiting compassion and responsibility not only in their support of each other, but also in their commitment to the greater global community. *(conferences with students, faculty, and administration; observation)*

## **SAMPLE: Major Commendations and Recommendations**

---

*Most reports will average five to eight major recommendations.*

The Committee Recommends:

1. That the school, in order to attract talented students from the wide range of socio-economic backgrounds referenced in the mission statement, strongly increase the operating budget's contribution to financial assistance (currently at 3.5%) each year to more closely approximate the norm for independent schools. (*Cascade School Mission Statement; self-study, p. 34; conference with Head of School*)
2. That the Board strengthen its fund-raising capabilities so that it honors both its commitment to remaining an inclusive Board and its responsibility to raise more funds for the health and growth of the school. (*self-study, p. 55; conference with Board of Trustees*)
3. That the Head of School and Board of Trustees articulate and implement a compensation philosophy for faculty that is transparent and equitable, in order to meet their self-stated goals of faculty retention and recruitment. (*self-study, p. 51; conferences with Board of Trustees, faculty, and administration*)
4. That the Board of Trustees intensify its efforts within the Grandview School community and the local higher education community to identify and recruit diverse candidates for Board service as it continues to develop a broader board membership. (*self-study, pp. 36, 193; conferences with Board of Trustees, Head of School, administration and faculty*)
5. That the administration and faculty thoroughly examine the number and timing of major new curricular and programmatic initiatives in order to determine a realistic schedule for their development and implementation, and also to assess the resources in funding and personnel that will be needed for their achievement. (*self-study, p. 98; conferences with Administrative Council and department chairs*)
6. That the Board of Trustees and administration develop a multi-year strategic financial plan, based upon Episcopal values, to acquire the funds necessary for the school's identified priorities: the completion of the lower school classroom complex, further increases in tuition assistance, competitive faculty compensation, optimum school enrollment, and the creation of an endowment fund. (*self-study, p. 11; conferences with Head of School, administration, and Board of Trustees*)
7. That the administration and faculty develop a shared definition and understanding of what the new programmatic initiatives in the 2010 strategic plan will mean for the school, notably interdisciplinary teaching and learning, in order to facilitate and ensure their successful implementation throughout the curriculum. (*self-study, p. 230; conferences with faculty, administration, Board of Trustees, and Head of School*)

## **SAMPLE: Comments on the Action Plan**

---

1. Comment on the plan developed by the school.

The school's Action Plan reflects priorities set forth in the mission statement as well as the thinking of administrators, faculty and staff. Six areas have been identified and include the following: 1. Managing Growth; 2. Professional Development; 3. Communication; 4. Diversity; 5. Ethics Education. The areas listed present challenges to school personnel but are well worth addressing in the years to come. Collectively, they represent a proactive attempt to position the school for continued excellence in all facets of school life.

The plan is ambitious, especially in terms of the financial demands that it will place upon school constituencies. The Board of Trustees is committed to the plan and has shown a willingness and ability to financially support school initiatives.

2. Discuss the factors that will support or impede the implementation of the plan.

The resources available to the school, both financial and human, can support the specific areas of school improvement. The Board of Trustees is committed to the plan as is the faculty and staff, who have participated fully in the design of the Action Plan. This collaborative and inclusive process is particularly important to the eventual success of the program for improvement. Serious impediments to implementation of the plan are not evident.

3. Identify the means by which the school will self-monitor.

Timelines and completion dates have been identified and procedures are in place for periodic reporting of progress. The school has publicly communicated its commitment to these plans and welcomes the accountability and heightened expectations that public disclosure brings.

## **TIPS: Gathering, Reviewing, and Analyzing Data/Information**

*How do we know students are learning? What is the actual program for students?*

### **OBSERVATION: IN INSTRUCTIONAL SETTINGS AND SCHOOLWIDE...**

---

- What the students are doing? Receiving information? Applying skills? Practicing newly acquired skills? Synthesizing and evaluating information? Are the students task-oriented? Are they engaged in their work?
- Range of activities taking place from acquisition of factual knowledge to the use of higher level thinking skills.
- How students are applying the skills of reading, writing, speaking, computing and thinking.
- How the students are challenged to think and to communicate their thoughts orally and in writing.
- How students with special needs are participating in the classroom activities.
- How the instructional settings are varied according to the needs of the students and/or what is to be learned.
- How students are supported, recognized and rewarded.
- The interactions among and between staff, students and parents.

### **INTERVIEWS (INDIVIDUAL AND GROUP): KEEP IN MIND...**

---

- There is no one "right way" to interview; there is no one correct format.
- LISTEN to responses; be an active listener.
- Explain purposes of questions and double check understanding.
- Use clear and concise language appropriate to the interviewee.
- Keep initial questions simple/non-threatening.
- Use open-ended questions that are unbiased.
- Ask questions to verify, add missing pieces of information, and stimulate thinking about next steps.
- Ask questions which do not imply the answer or reflect bias.
- Allow adequate time for responses and give appropriate feedback to responses.
- Do not push for answers at the expense of the interviewee.
- Be mindful of nonverbal feedback to committee members.
- Be alert to "clues" of interviewees and follow-up what is not being said.
- Do not make comments that reflect personal opinions/biases.
- Begin/end on time. Arrange so everyone can see and be seen, i.e., circle.
- Elicit responses from everyone in the group. Do not allow a few people to dominate the interview.
- Divide larger groups into smaller groups (10-15).
- Use a "fishbowl" structure to stimulate a "rich" conversational atmosphere.
- Have stakeholders share analyzed samples of representative student work showing degree of quality accomplishment of the schoolwide learning results.
- Thank people for attending and contributing to the interview.

## SAMPLE QUESTIONS FOR INDIVIDUAL AND GROUP DIALOGUE

---

### Starter Questions:

- We understood from the self-study that...
  - What factors contributed to these results?
  - Is this characteristic of...
  - How did the school/group learn from...
  - Where can evidence be found that...
  - What evidence is there that the students are able to...
  - What process did the school/group use to...
  - What elements of the student/community profile are related to...
  - What impact has \_\_\_\_\_ had on attainment of the learning results?
  - Has the school/group considered...
  - Students have certainly benefited from...
  - How does the school/group know if this work meets the needs of...
  - What reasons guided...
  - What questions did the school/group ask about...
  - What led to the school/group's conclusion about...
  - Help me to understand...
- 
- To what extent is the observable evidence representative of what all students are doing and producing?
  - How does the evidence analyzed accurately reflect the current school's program and its effectiveness?
  - To what extent does the evidence analyzed provide information about the degree of quality accomplishment of the expected schoolwide learning results by all students?
  - To what extent is the school institutionalizing the strategies to assess the school program and student learning? (e.g., conversations about the quality of student work and growth over time.)
  - How did the evidence support the school's identified growth areas? How were these areas prioritized and the schoolwide Action Plan developed?
  - How will the sections of the schoolwide Action Plan impact student learning?
  - Explain the school's next steps in defining and assessing the accomplishment of its expected schoolwide learning results by all students.
  - How are the teachers, support staff, administration, students, and the school community working together to ensure that the shared vision of desirable learning results for **all** students is the basis for all school improvements?

## SAMPLE ASSESSMENT TOOLS

---

- Portfolios of student work
- Open-ended problem-solving situations
- Short/long-term projects/research
- Student/teacher/parent conferences
- Criterion-referenced/teacher-made tests
- Oral/group projects
- Self/peer assessments
- Hands-on activities
- Performance activities
- Standardized test results

## GUIDELINES TO KEEP IN MIND

---

- Avoid jargon; use full names of courses/programs, few abbreviations. Be consistent in terms (e.g., faculty, administration).
- Verify the facts before writing either a commendation or recommendation.
- Document each commendation and recommendation with **at least two** of the following references and others as appropriate. Suggested order:
  - *Self-study, pp.*
  - *Conference with "whom" (not individuals but groups, i.e., administration, faculty, staff, English department, math department, classified staff, students, parents)*
  - *Observation of "what"*
  - *CAIS/WASC criteria, other criteria used by the school in the self-study, school publications, courses of study, etc.*
- When writing recommendations: In general, avoid the use of "continue to" and verbs such as "consider, study, explore," etc.
- Seek quality, not quantity, of recommendations. A question Visiting Committee members should ask themselves is this:

*Would the implementation of an effective solution to this recommendation enhance student learning or strengthen the school in some significant way?*
- Reference (using an asterisk or other notation) the commendations and recommendations that support the major commendations and recommendations.

## TIPS: Gathering, Reviewing, Analyzing Data/Information (cont.)

### SUGGESTED TERMS FOR COMMENDATIONS AND RECOMMENDATIONS

---

accelerate	form	record
accept	formulate	redesign
achieve	foster	reexamine
acquire	fulfill	relocate
add	give	report
adhere	implement	restate
adjust	incorporate	retain
administer	increase	replace or repair
adapt	inform	require
adopt	initiate	restructure
agree	inquire	revise
align	install	revise the sequence
alleviate	institute	reveal
allocate	insure	review
allows	integrate	review procedures
analyze	investigate	review the number & quality
analyze the potential impact	involve	
apply	mainstream	schedule
appraise	maintain	secure
arrange	manage	seek means
articulate	measure	seek new resources
assess	meet	seek ways
assign	minimize	set direction
allocation		share
assume responsibility	participate	stress
assume leadership role	plan	support
	place emphasis	synthesize
begin	prepare	
	present	take
employ	practice	test
encourage	probe	translate
ensure	progress	try
equip	promote	
establish	promote and support	use
estimate	propose	update
evaluate	provide	upgrade
examine	provide resources	
exercise	provide leadership	work
expand	questions	work toward
express		work toward developing
	rate	
focus	recognize	

**When writing recommendations:** In general, avoid the use of "continue to" and verbs such as "consider, study, explore," etc.



## Section Five: Documentation and Justification Statement

### Explanation of Terms of Accreditation

---

- **A Term of Six Years.** A term of six years with a written progress report on the major recommendations and Action Plan contained in the Visiting Committee report. The report is to be reviewed and accepted by the school's board of trustees.

*Interpretation: The school has demonstrated the ability to be self-monitoring and requires little, if any, additional support in the implementation and accomplishment of the recommendations and Action Plan.*

- **A Term of Six Years with a Review.** A term of six years with a written progress report on the major recommendations and Action Plan, and a one-day on-site review completed no later than the third year of the six-year term. The report is to be reviewed and accepted by the school's board of trustees.

*Interpretation: The school requires additional support and feedback in meeting the recommendations and fulfilling the Action Plan.*

*NOTE: Following the one-day visit, the review committee may recommend no additional action, an additional progress report or a change to the length of term.*

- **A Term of Three Years.** A term of three years with either (1) a written progress report on the major recommendations and Action Plan, or (2) a written progress report on the major recommendations and Action Plan plus re-submission of specific chapters of the self-study, or (3) resubmission of the entire self-study. Options 1 and 2 will require a one-day visit and option 3 will require a full accreditation visit.

*Interpretation: The school requires strong additional support, feedback and encouragement in the implementation and accomplishment of the major recommendations and Action Plan.*

- **A Term of One or Two Years.** A term of one or two years with a progress report on the major recommendations and Action Plan, and a one day visit. This term serves as a warning that, unless prompt and sustained attention is given, accreditation may be denied.

*Interpretation: The school requires extremely strong additional support, feedback and encouragement in fulfilling the major recommendations and Action Plan.*

*NOTE: Following the revisit, the committee may recommend an additional one or two years to bring the term up to three years. At that time, the school will prepare another progress report or self-study and another visit will be made. The committee may also recommend denial of accreditation.*

- **Denial of Accreditation.**

*Interpretation: The school is unable to fulfill the major recommendations and implement the Action Plan.*





## CAIS/WASC

### Documentation and Justification Statement

*Please complete the following information:*

Name & City of School Visited:

\_\_\_\_\_

*(school)*

\_\_\_\_\_

*(city)*

Chair Name	Chair's School
Chair's Work Phone	Chair's Home Phone
Chair's Email Address	

## **Documentation and Justification Statement**

---

The Documentation and Justification Statement will not be sent to the school. Thoroughness and clarity are essential because this will be one of many such statements the CAIS directors/WASC commissioners will be reading.

- Directions:**
1. Place checks in the boxes that represent the Visiting Committee's rating.
  2. Write a narrative rationale for the rating.
  3. Provide the number of major commendations and recommendations (if any).

### **VISITING COMMITTEE RATINGS**

- Highly effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program and the school's operation.
- Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- Minimally Effective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program and the school's operation.

## Documentation and Justification Statement Format

---

### AN ACCREDITATION TERM WILL BE BASED UPON A SCHOOL DEMONSTRATING THE FOLLOWING:

1. Involvement and collaboration of school community members in completing a self-study that accomplishes the five parameters.

- Highly Effective
- Effective
- Somewhat Effective
- Ineffective

List by number and write out the supporting major commendations and recommendations (if any).

#### ***Sample Narrative Rationale:***

The school's self-study process, which began the previous fall and concluded in December, involved all of the School's constituencies. There was broad representation on the Steering Committee as well as on the groups that prepared the various sections of the report.

2. Defining of the school's purpose through student goals and academic standards.

- Highly Effective
- Effective
- Somewhat Effective
- Ineffective

List by number and write out the supporting major commendations and recommendations (if any).

#### ***Sample Narrative Rationale:***

The school's learning expectations are clearly stated and understood by faculty, students and administration. Examples of student work and achievement, observation of classes and school activities, and conversations with students all provide evidence that these expectations are being met.

3. The use of a professionally acceptable assessment process to collect and analyze student performance data.

- Highly Effective
- Effective
- Somewhat Effective
- Ineffective

List by number and write out the supporting major commendations and recommendations (if any).

***Sample Narrative Rationale:***

Student performance is meticulously monitored by teachers and administrators through the low student/teacher ratio, monitoring of grades, performance on SAT and AP tests and the high percentage of graduates attending college.

4. Acceptable progress by all students toward clearly defined student goals, academic standards, and other institutional and/or governing authority expectations.

- Highly Effective
- Effective
- Somewhat Effective
- Ineffective

List by number and write out the supporting major commendations and recommendations (if any).

***Sample Narrative Rationale:***

Through observations and interviews, the students have demonstrated exceptional progress toward meeting the schoolwide learning expectations as stated by the school. The students are provided opportunities to be critical thinkers and express personal opinions and reflections. The faculty has done an excellent job of providing academic rigor and a challenging curriculum.

5. The alignment of a long-range Action Plan to the school's areas of greatest need.

- Highly Effective
- Effective
- Somewhat Effective
- Ineffective

List by number and write out the supporting major commendations and recommendations (if any).

***Sample Narrative Rationale:***

The school has boldly and ambitiously conducted a thorough and honest self-study simultaneously with doing a new strategic plan, and the result is that the inclusive, in-depth deliberations and financial analysis associated with strategic planning also informed the Action Plan and bodes well for steady progress toward implementation.

6. The capacity to implement and monitor the Action Plan.

- Highly Effective
- Effective
- Somewhat Effective
- Ineffective

List by number and write out the supporting major commendations and recommendations (if any).

***Sample Narrative Rationale:***

The board, administration and faculty all subscribe to the plan and are eager to assist with its implementation. The school has the resources to assure its completion.

7. The use of prior accreditation findings and other pertinent data to ensure high achievement and of all students and drive school improvement.

- Highly Effective  
 Effective  
 Somewhat Effective  
 Ineffective

List by number and write out the supporting major commendations and recommendations (if any).

***Sample Narrative Rationale:***

As the third-year progress report documented, the school made prompt and impressive progress on all the major recommendations cited, and in the three years since then, attention has continued, as have progress and achievement.

**CHAPTER RATINGS:**

*For each of the twelve chapters supply a rating, the numbers of any major commendations and recommendations and a narrative rationale.*

**Sample:**

The School Plant

- Highly Effective  
 Effective  
 Somewhat Effective  
 Ineffective

List by number and write out the supporting major commendations and recommendations (if any).

***Sample Narrative Rationale:***

The school's campus is attractive and well maintained. Concerns about lack of classroom space, office space and other dedicated spaces are in the process of being addressed by the creation of a facilities master plan. In addition, to insure security for the future of the school, the board is developing a strategy for acquiring ownership of the whole campus. The long-term effectiveness of the school plant is dependent on completing these plans.

## CAIS/WASC Documentation/Justification Statement (cont.)

---

**PROVIDE A BRIEF NARRATIVE WHICH SUMMARIZES THE VISITING COMMITTEE'S RATIONALE FOR THE RECOMMENDED TERM:** *(If there is an unresolved minority opinion please indicate and explain.)*

**Please include:**

- term options seriously considered
- reasons for the *term recommended*

**In the comments reflect upon the following:**

- the Visiting Committee's discussions and process (summarize in the narrative)
- the strength of the school in all areas of the program and the operation
- the capacity of the school to implement and monitor the Action Plan

***Sample Narrative Rationale:***

Because all of the members of the Visiting Committee did an excellent job of preparation before the site visit and because the school's committees had thoroughly examined every aspect of school function and student learning, we arrived well informed, ready to look closely at all of the school's programs and operations, and able to speak intelligently with students, teachers, administrators, and trustees. We spent most of our on-campus time observing classes and activities, in conversation with committees and individuals, and in conferences that allowed us to develop and refine our perspectives and assessments.

By the last evening and last day of the visit, we began our discussion of a recommended term well prepared and well informed. Every member of the committee was encouraged to express his or her point of view on each point under discussion. Before we discussed each section, we read aloud the CAIS/WASC criteria and standards, and in all cases but one among the seven general standards and one among the thirteen chapter ratings, the thoughtful and enthusiastic consensus was for "Highly Effective."

The school is in a very strong position in all areas of program and operation. Good things are happening everywhere even as the school adjusts to the quite rapid growth in enrollment and facilities expansion that it has experienced in the last few years. There are strains--in class-size management, space and resource allocation--but everyone is responding well and appreciatively to the strides the school is taking. The Action Plan reflects both the adjustments the school needs to work on and the direction it feels compelled to take. The committee, without reservation and with enthusiasm, recommends to CAIS and to WASC, a six-year term of accreditation.