

2021 CAIS

# National Standards & Indicators of Effective Practice at a Glance

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To view these Indicators of Effective Practice within the overall framework of the 2021 National Standards, please refer to the 2021 CAIS National Standards Framework in [CAIS Connect](#).

# Strategic Direction

In an ever changing world it is essential that Schools are committed to a process that supports continual whole school improvement. Effective strategy and leadership are key components of the process that will allow for the long-term strength and permanence of a School. Strategic Direction refers to the purpose, leadership and governance of a School. Cohesive integration of these structures drives and ensures that the School lives its vision, mission and values.

→ Includes:

[Standard 1 – School Purpose](#)

[Standard 2 – School Leadership](#)

[Standard 3 – Governance](#)

## Standard 1 – School Purpose

School purpose is expressed through the School's vision, mission, values and strategy. It is understood and accepted by the community including Board, faculty, staff, families, students and alumni. School purpose aligns all facets of School life and supports a commitment to continuous School improvement.

### **IEP - 1.1\***

The School's purpose and value proposition are effectively reflected in its vision, mission and values.

### **IEP - 1.2\***

The School is strategic in planning for its future.

### **IEP - 1.3\***

The School is intentional and consistent in its progress towards its strategic priorities.

### **IEP - 1.4**

The School effectively functions as a learning organization.

### **IEP - 1.5**

The School values and appropriately actions feedback for improvement.

### **IEP - 1.6**

The School embraces the reflective process of Accreditation and leverages the CAIS National Standards for continuous School improvement.

## Standard 2 – School Leadership

Strong leadership critically assesses current practice, policies, procedures and/or guidelines that foster strategic innovation. Leadership sets the tone for continuous whole school improvement. An intentional leadership structure is necessary to realize the Mission and Strategy of the School. Leadership places student learning, safety and well-being at the forefront. A positive School culture and climate begins with strong School Leadership and depends upon effective communication with faculty, staff, students and families.

### **IEP - 2.1\***

The School has an effective leadership structure.

### **IEP - 2.2\***

The School is effective in identifying and mitigating risk.

### **IEP - 2.3**

The School is effective in intentionally creating and engaging in a positive culture and climate.

### **IEP - 2.4**

The Leadership Team is effective in prioritizing child protection.

### **IEP - 2.5**

The Leadership Team collaborates with the governing body to meet its fiduciary responsibility with regard to financial risk management.

### **IEP - 2.6**

The Leadership Team critically assesses the effectiveness of current practices and is committed to innovation.

### **IEP - 2.7**

The Leadership Team is effective in realizing a pluralistic community.

### **IEP - 2.8**

The School is effective in its leadership development and succession planning.

### **IEP- 2.9**

The Leadership Team ensures comprehensive and transparent policies, procedures and/or guidelines and effectively communicates these for understanding by all.

## Standard 3 – Governance

Effective governance is critical to the long-term success of Independent Schools. Effective Boards steward and safeguard the health of their Schools for future generations. The Board ensures the School has a clear strategic direction, provides appropriate risk oversight, ensures the School has leadership capacity and resources and effectively manages Board performance.

### **IEP - 3.1\***

The Board effectively oversees the development and implementation of the School's strategy.

### **IEP - 3.2\***

The Board focuses on both the current financial stability of the School as well as the School's long-term strength and permanence.

### **IEP - 3.3\***

The Board maintains a collaborative and effective working partnership with the Head of School and has effective processes in place for managing its employment relationship.

### **IEP - 3.4**

The Board actively ensures that the School has an effective system in place for identifying, managing and mitigating risks, including regular reporting on risk.

### **IEP - 3.5**

Board members have a clear understanding of the Board's roles, their legal duties including fiduciary responsibilities, and the expectations and duties of individual Board members.

### **IEP - 3.6**

The Board's composition, nominating and development processes are effective in ensuring the diversity needed to support the Board's effectiveness, the School's mission and strategy and sustained Board leadership.

### **IEP - 3.7**

The Board has processes to ensure that it operates efficiently and effectively.

### **IEP - 3.8**

The Board ensures that the Head of School has plans in place for effective leadership development and succession.

### **IEP - 3.9**

The Board effectively maintains and reviews bylaws and policies that conform to legal requirements and guide Board functioning.

### **IEP - 3.10**

The Board effectively communicates with the School community.

### **IEP - 3.11**

For Schools with foundations, the School Board and the Foundation Board share a clear understanding of the roles, authority and decision-making responsibilities.

# Education Program

An Education Program that is comprehensive, dynamic and future facing is essential to the continued relevance and success of CAIS Schools. Powerful Education Programs are rooted in a commitment to the success and well-being of all students and are delivered through robust systems of challenge and support. Foundational concepts and structures prepare students within CAIS Schools to be productive contributors to society, today and in the future.

→ Includes:

[Standard 4 – Education Program Foundation](#)

[Standard 5 – Learning and Teaching](#)

[Standard 6 – Student Well-Being and Support](#)

[Standard 7 – Essential Concepts](#)

[Standard 8B – Custodial Care: Boarding](#)

[Standard 8H – Custodial Care: Homestay](#)

[Standard 8E – Custodial Care: Exchange](#)

## Standard 4 – Education Program Foundation

In order to support excellence in student learning, a School requires a strong foundation upon which to base its Education Program. This foundation is grounded in a learning and teaching philosophy that includes a commitment to evidence-based best practices, ongoing improvement and supportive relationships. It is further supported by decisions that recognize the interconnectedness of spaces, schedules and organizational structures.

### **IEP - 4.1\***

The School has a clear, effective, consistently understood and implemented philosophy of the Education Program that is informed by research.

### **IEP - 4.2**

The School is effective in ensuring the continued safety of students when on campus.

### **IEP - 4.3**

The School is effective in ensuring the continued safety of students when off-campus.

### **IEP - 4.4**

The School's Education Program is dynamic, relevant and innovative.

### **IEP - 4.5**

The School is effective in establishing relationships as foundational to the learning experience.

**IEP - 4.6**

The School has effective organizational structures and processes that support the Education Program.

**IEP - 4.7**

The School has appropriate learning spaces and resources that are aligned with the Education Program.

**IEP - 4.8**

The School has an effective schedule that supports a balanced Education Program.

## Standard 5 – Learning and Teaching

Learning and Teaching is at the heart of every School. The key components of a robust learning and teaching program include pedagogy, curriculum, co-curricular programming, assessment, evaluation and reporting. It is essential these components function collectively in the provision of a dynamic, comprehensive, effective and personalized learning experience.

**IEP - 5.1\***

The School effectively implements a variety of pedagogical approaches as appropriate to the learning outcomes.

**IEP - 5.2\***

The School's curriculum is aligned with the School's mission and value proposition.

**IEP - 5.3**

The School's approach to assessment and evaluation is effective, consistent and aligned with the education philosophy.

**IEP - 5.4**

The School's co-curricular program is aligned with the School's mission and value proposition.

**IEP - 5.5**

The School has the capacity to implement a variety of effective learning formats as appropriate including face-to-face, hybrid and online.

**IEP - 5.6**

The School integrates effective digital tools and approaches to learning in a way that is aligned with the education philosophy.

**IEP - 5.7**

The School effectively personalizes the learning experience in a way that supports student engagement.

**IEP - 5.8**

The School effectively reports on all aspects of student progress in both formal and informal ways.

## Standard 6 – Student Well-Being and Support

Schools must support all aspects of student well-being. These supports must be inclusive of the current and future academic needs and overall well-being of students at all grade levels. In order to provide students with a positive School experience, effective personal and academic support systems must be in place.

### **IEP - 6.1\***

The School effectively develops students' understanding and strategies for personal well-being.

### **IEP - 6.2**

The School effectively supports students whose well-being is at risk.

### **IEP - 6.3**

The School actively commits to the academic success of all students.

### **IEP - 6.4**

The School effectively supports students' academic planning.

## Standard 7 – Essential Concepts

Independent Schools must be intentional in preparing students for a changing world. Key competencies and understanding of concepts enable students to be informed, productive citizens now and in the future. These are fundamental to the educational program. These essential concepts include learning skills, positive dispositions, pluralism, well-being, child protection, global citizenship, cultural competence, and environmental sustainability. These concepts are reflected across all facets of the Education Program and put into practice at all developmental stages of learning.

### **IEP - 7.1\***

The School effectively develops competencies that support students' learning.

### **IEP - 7.2**

The School effectively develops the positive dispositions of students.

### **IEP - 7.3**

The School effectively develops students' understanding and valuing of pluralism.

### **IEP - 7.4**

The School effectively develops students' physical literacy.

### **IEP - 7.5**

The School effectively develops students' understanding of and strategies for, their personal safety and protection.

**IEP - 7.6**

The School effectively develops students' global citizenship and cultural competence.

**IEP - 7.7**

The School effectively develops student leadership.

**IEP - 7.8**

The School effectively develops students' digital citizenship.

**IEP - 7.9**

The School effectively develops students' environmental sustainability knowledge and values.

## Standard 8B – Custodial Care: Boarding

A Boarding School has the responsibility to provide a living and learning experience for students that extends beyond the regular School day. A Boarding Student program must demonstrate a commitment to students' well-being, safety and the cultivation of positive long-lasting relationships.

**IEP - 8B.1\***

The Boarding Student program is effectively aligned with the School's mission and the value proposition.

**IEP - 8B.2**

The School effectively supports the well-being of Boarding Students.

**IEP - 8B.3**

The School effectively implements a safe Boarding program.

## Standard 8H – Custodial Care: Homestay

A School that embraces a Homestay program has the responsibility to provide a safe environment that enriches and extends the living and learning experience beyond the regular School day. A Homestay program must demonstrate a commitment to student safety, well-being and the fostering of positive relationships throughout the community.

**IEP - 8H.1\***

The School's Homestay philosophy and program are effectively aligned with the School's mission and value proposition.

**IEP - 8H.2**

The School effectively implements a safe Homestay program.

**IEP - 8H.3**

The School effectively supports the health and well-being of students participating in the Homestay program.

## Standard 8E – Custodial Care: Exchange

A School that embraces an Exchange program has the responsibility to provide a safe environment that enriches and extends the living and learning experience for the student beyond the regular School day. An Exchange program must demonstrate a commitment to student safety, well-being, the fostering of positive relationships and being an enriching experience for students.

**IEP - 8E.1\***

The School's Exchange program is aligned with the School's mission and value proposition.

**IEP - 8E.2**

The School effectively implements safe Exchange programs.

**IEP - 8E.3**

The School effectively supports the health and well-being of students participating in the Exchange program.

# School Operations

Robust School Operations are fundamental for a School to accomplish the aims of the Education Program. The success of a School depends on high functioning and coordinated operations including recruitment and community engagement, human resources, finance and facilities. School Operations set the foundation for the School's long-term strength and permanence.

→ Includes:

[Standard 9 – Recruitment and Community Engagement](#)

[Standard 10 – Human Resources](#)

[Standard 11 – Finance](#)

[Standard 12 – Facilities and Infrastructure](#)

## Standard 9 – Recruitment and Community Engagement

The Recruitment and Community Engagement Standard connects the areas of enrolment management, marketing and communications, and advancement. The collective efforts of these School functions are vital to the effective operations and long-term permanence of the School. Collaboratively, these groups enlist and engage the community in a values-driven manner to support recruitment, retention, communication and community building, in service of the School's mission, vision, values and strategic goals.

### **IEP - 9.1D\***

For Day Schools, the School is committed to a strategic approach to enrolment management that is effective and aligned with the mission and value proposition.

### **IEP - 9.1B\***

For Schools with a Boarding program, the School is committed to a Boarding Student recruitment process that is effective and aligned with the mission and value proposition.

### **IEP - 9.1H\***

For Schools with a Homestay program, the School is committed to a transparent, effective and appropriate recruitment and admission process for students in the Homestay program.

### **IEP - 9.2**

The School is ethical and respectful throughout the admission process.

### **IEP - 9.3**

The School actively accepts responsibility to meet the diverse needs of all students accepted for admission.

**IEP - 9.4**

The School is actively committed to providing financial support.

**IEP - 9.5**

The School community is actively engaged in the retention of students.

**IEP - 9.6**

The School is committed to an effective strategic approach to marketing and communications.

**IEP - 9.7**

The School is committed to a strategic approach to engage and sustain a culture of philanthropy.

**IEP - 9.8**

The School is actively committed to school-wide Advancement initiatives.

**IEP - 9.9**

The School effectively promotes positive community partnerships.

**IEP - 9.10D**

For Day Schools, the School positively engages the parent community.

**IEP - 9.10B**

For Schools with a Boarding program, the School effectively fosters positive and lasting connections between students, natural parents, guardians, and the School.

**IEP - 9.10H**

For Schools with a Homestay program, the School effectively fosters positive and meaningful connections between students, natural parents, host parents and the School.

**IEP - 9.10E**

For Schools with an Exchange program, the Exchange program effectively fosters positive and meaningful connections between students, natural parents, exchange families and the School.

**IEP - 9.11**

For Schools with a separate Foundation, the Foundation ensures effective fund management for the long-term strength and permanence of the School.

## Standard 10 – Human Resources

The School's effectiveness in achieving its stated purpose depends on the quality of its people. Effective procedures for recruiting, on-boarding, people development, retention, success-planning and off-boarding must be strategic, fair and ethical. These practices contribute to a safe, collaborative, respectful and equitable workplace.

**IEP - 10.1\***

The School effectively supports the work and well-being of faculty and staff.

**IEP - 10.2**

The School on-boarding, retention and off-boarding is effective and aligns with its vision, mission, values and strategy.

**IEP - 10.3**

The School is appropriately staffed.

**IEP - 10.4**

The School effectively establishes a safe working environment.

**IEP - 10.5**

The School effectively establishes equity as a driver for all Human Resource related practices across the School.

**IEP - 10.6**

The School actively promotes professional growth that is equitable and advances the School's strategic direction.

**IEP - 10.7**

The School has a performance management plan that is fair, respectful and maintains the quality of the excellence expected of faculty and staff.

**IEP - 10.8**

The School ensures fair and ethical treatment with regard to compensation and working conditions for all positions within the School.

**IEP - 10.9**

The School has an effective process for the termination of employment.

## Standard 11 – Finance

Sound financial management is essential to the sustainability of the School. Institutional strength and permanence are supported when financial resources are managed and dispersed in support of the strategic directions of the School. Financial sustainability requires planning for the unexpected and proactive business continuity plans.

**IEP - 11.1\***

The School's current financial position is capable of sustaining programs consistent with the School's stated mission and strategy.

**IEP - 11.2\***

The School effectively establishes long-term financial strength and permanence.

**IEP - 11.3**

The School is incorporated as a not-for-profit or share capital organization and is annually audited by an independent professional.

**IEP - 11.4**

The School has adequate insurance coverage.

**IEP - 11.5**

The School actively seeks to diversify its revenue and considers other revenue sources in a manner that aligns with its mission.

**IEP - 11.6**

The School is transparent in regards to sharing its financial status with members of the community.

## Standard 12 – Facilities and Infrastructure

The School's facilities must be intentionally designed and maintained to realize the School's purpose. The specific areas of focus include physical plant, grounds, food services, transportation, environmental sustainability and the infrastructure for Information Technology. Well planned and maintained facilities support the success of both the School's Education Program and community.

**IEP - 12.1\***

The School's facilities effectively support the mission and value proposition of the School.

**IEP - 12.2\***

The School effectively maintains a safe campus.

**IEP - 12.3**

The School ensures that School-provided transportation is adequate and safe.

**IEP - 12.4**

The School's Information Technology infrastructure is effective, suitable and safe.

**IEP - 12.5**

The School is well prepared in the event of a critical incident and/or emergency.

**IEP - 12.6**

The School ensures that food provided is of appropriate quality, is nutritious and that it meets the diverse needs of the community.

**IEP - 12.7**

The School is effective in reducing its carbon footprint.

**IEP - 12.8**

The School's data privacy and security are effective.

# Prime Indicators

A subset of Indicators of Effective Practice (IEP) are deemed **Prime Indicators**, and are indicated with an asterix \*. These indicators are foundational to the successful function and viability of a School.

## **IEP - 1.1\***

The School's purpose and value proposition are effectively reflected in its vision, mission and values.

## **IEP - 1.2\***

The School is strategic in planning for its future.

## **IEP - 1.3\***

The School is intentional and consistent in its progress towards its strategic priorities.

## **IEP - 2.1\***

The School has an effective leadership structure.

## **IEP - 2.2\***

The School is effective in identifying and mitigating risk.

## **IEP - 3.1\***

The Board effectively oversees the development and implementation of the School's strategy.

## **IEP - 3.2\***

The Board focuses on both the current financial stability of the School as well as the School's long-term strength and permanence.

## **IEP - 3.3\***

The Board maintains a collaborative and effective working partnership with the Head of School and has effective processes in place for managing its employment relationship.

## **IEP - 4.1\***

The School has a clear, effective, consistently understood and implemented philosophy of the Education Program that is informed by research.

## **IEP - 5.1\***

The School effectively implements a variety of pedagogical approaches as appropriate to the learning outcomes.

## **IEP - 5.2\***

The School's curriculum is aligned with the School's mission and value proposition.

## **IEP - 6.1\***

The School effectively develops students' understanding and strategies for personal well-being.

**IEP - 7.1\***

The School effectively develops competencies that support students' learning.

**IEP - 8B.1\***

The Boarding Student program is effectively aligned with the School's mission and the value proposition.

**IEP - 8H.1\***

The School's Homestay philosophy and program are effectively aligned with the School's mission and value proposition.

**IEP - 8E.1\***

The School's Exchange program is aligned with the School's mission and value proposition.

**IEP - 9.1D\***

For Day Schools, the School is committed to a strategic approach to enrolment management that is effective and aligned with the mission and value proposition.

**IEP - 9.1B\***

For Schools with a Boarding program, the School is committed to a Boarding Student recruitment process that is effective and aligned with the mission and value proposition.

**IEP - 9.1H\***

For Schools with a Homestay program, the School is committed to a transparent, effective and appropriate recruitment and admission process for students in the Homestay program.

**IEP - 10.1\***

The School effectively supports the work and well-being of faculty and staff.

**IEP - 11.1\***

The School's current financial position is capable of sustaining programs consistent with the School's stated mission and strategy.

**IEP - 11.2\***

The School effectively establishes long-term financial strength and permanence.

**IEP - 12.1\***

The School's facilities effectively support the mission and value proposition of the School.

**IEP - 12.2\***

The School effectively maintains a safe campus.