



CAIS Membership Application Package

2018



264 Welland Ave, 2nd Floor, Unit P
St. Catharines, ON L2R 2P8
www.cais.ca

Our Vision

To be the standard of excellence in learning and leadership, shaping the future of education.

Our Mission

To pursue continuous whole school improvement through accreditation, exemplary leadership development, research, and national collaborative initiatives.

Our Values

Student-Centred

The students of our schools are the reason we exist. Strong schools can inspire students, who can, in turn, change the world. Everything we do must ultimately support the learning and development of students.

Leadership

Exemplary leadership is the essential ingredient to continuous improvement and innovation. Our role is to shepherd, steward, and serve school leaders.

Excellence

Excellence is a constant and deliberate quest. Our schools share a passion for continuous improvement and innovation to support their commitment to educational excellence and long-term sustainability. Our commitment is to deliver excellence to our members in everything we do.

Collaboration

Collaboration fuels creativity and leverages resources. By working together within our community and with others on common issues, we bring greater value to all of our schools and to our students.

Relevance

We best serve our schools by focusing on issues and programs that are relevant to our standards and support school improvement and innovation.

National & Global Perspective

We address national issues that affect our members within the context of a rapidly changing globalized world.

Inquiry and Understanding

We are committed to and promote life-long education, inquiry and independent thinking, the protection of human rights, and understanding and respect for differing perspectives and diversities among people.

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Application Process Overview

1. Schools wishing to apply for CAIS membership should first contact the CAIS office to arrange a time to speak with the Executive Director about CAIS, membership and the accreditation process.
2. The Executive Director will plan to visit the school to present to the Board and learn more about the school and community. If the preliminary visit is successful, and the Executive Director will advise the school to move forward with the application process.
3. The following shall be submitted to apply for CAIS membership:
 - a. A signed letter from the Head of School providing:
 - An outline of why the school would like to become a CAIS member
 - A high-level summary of the school's current position
 - An assessment of the school's readiness to meet CAIS National Standards (To inform this assessment, please review the National Standards on page 14)
 - Any additional information that CAIS should be aware of.
 - b. The completed application package.
 - c. Supporting documentation outlined on page 12 of the application.
 - d. The completed Documentation Checklist (page 17) indicating what the school currently has in place and what requires development.
 - e. Application fee of \$1000 payable to Canadian Accredited Independent Schools.
4. The CAIS staff reviews the submitted application, including all supporting documents, the letter from the Head of School, and the completed documentation checklist. Once confirmed, the CAIS staff will reach out to the applicant school's Head to arrange for the next step in the process – the candidate review.

A school's application submission is preferably received via email, vpighin@cais.ca; the application fee payment should be forwarded separately to the CAIS office:

264 Welland Avenue
2nd Floor, Unit P
St. Catharines, ON L2R 2P8

Criteria for CAIS Membership

Schools are required to meet the following criteria at the time of application:

1. The school operates within all laws, statutes and regulations in the jurisdiction in which it is located;
2. The Head of School is the Chief Executive Officer of the school;
3. The school has a governing body acting at arm's length from the administration of the school;
4. The school has been in continuous operation and viable for at least five years;
5. The school's statement of purposes and objectives reflect sound educational and social goals;
6. The school maintains high standards of character and behaviour for its students, in addition to providing academic preparation for higher education;
7. The school practices ethically and within the law in the areas of employment, admissions, recruitment (students and staff) and fundraising;
8. The school, within three years, would be ready to undergo the full accreditation process;
9. The school demonstrates support for CAIS' vision, mission, and values.

All information will remain confidential to CAIS and the Candidate Review Team who visits the school and makes a recommendation to the CAIS Evaluation Council.

Your school will be responsible for any expenses incurred by the members of the Candidate Review Team.

Signature of School Head: _____

Date of application: _____
(MM/DD/YYYY)

CAIS Membership Guidelines

All members must always meet the following requirements:

1. The Board of Governors is elected and structured to oversee the mission, vision, values, and strategy of the school. The school's day-to-day operations are managed by the school's senior administration that reports to the Board of governors (usually through the Head of School).
2. Heads and Chairs* attend the annual Heads and Chairs Conference during which an Annual General Meeting is held. (*New Chairs should attend; Experienced Chairs may appoint another member of the Board)
3. The School meets the National Standards and supports CAIS' vision, mission, and values.
4. The School undergoes an accreditation process every seven years.
5. The Head of School participates in an accreditation review at least every seven years and supports accreditation by regularly offering school leaders for Visiting Committee reviews.
6. The School participates in annual Research Projects: Benchmarking and Compensation Surveys.
7. The School pays the annual membership fee before the AGM.
8. The School submits an Annual Membership Report.
9. The School adheres to CAIS Policies.

All members are encouraged to support the following programs and services:

1. CAIS leaders attend the CAIS National Conference.
2. The School supports joint projects that are endorsed by the membership at the Annual General Meeting. Specific projects include the following:
 - Student Leadership Conferences for Middle and Senior School students
 - Collaborative Boarding Project
 - Athletic tournaments
 - Leadership Institute
 - Additional research projects (available to participating schools only)

Any material failure by a school to meet the above requirements will be reviewed by the CAIS Board of Directors and could, at the CAIS Board's discretion, lead to suspension or revocation of the school's membership.

Candidate School Requirements

Candidates are required to meet all of the CAIS Membership Guidelines (page 4) as well as the following criteria:

- Candidates have up to three years to complete the full accreditation process, including the Visiting Committee review;
- Candidates do not vote at the Annual General Meeting;
- Annual membership fees begin upon acceptance as a Candidate and are pro-rated on a calendar basis;
- Candidates are required to meet the CAIS [Policy on Usage of Logo](#).

As a Candidate, the school will be entered into the National Accreditation Calendar and be scheduled for its first full accreditation review. As noted in the criteria above, the review must be scheduled to take place within three years of acceptance as a Candidate. CAIS' Accreditation Coordinator will contact the school to confirm a date that is suitable.

ACHIEVING ACCREDITED MEMBER STATUS

In order to have the school's status changed to Accredited Member, the school is not only required to undergo the full accreditation process within three years of becoming Candidate, but it must also successfully meet all of the CAIS National Standards. This is in accordance with the Membership Guidelines.

Should it be determined in the accreditation review that a Candidate school is not meeting any number of CAIS National Standards, the Candidate school will have one year to successfully address the recommendations within the Standards Not Met. Failure to do so, will result in membership being denied.

Signature of School Head: _____

Date of application: _____
(MM/DD/YYYY)

Application for Membership

All schools are required to complete the entire application package. This application has five Parts.

Name of School: _____

Corporate Name (*If different from the School*) _____

Mailing Address (please include all campus addresses):

Telephone: _____ Website: _____

Name of School Head: _____

School's Founding Date: _____ Date of Incorporation: _____
(MM/DD/YYYY) (MM/DD/YYYY)

School's Charitable Registration # (if applicable): _____

Date of Initial Charitable Registration: _____
(MM/DD/YYYY)

Foundation (if applicable): _____

Foundation's Charitable Registration #: _____

Date of Incorporation of Foundation: _____
(MM/DD/YYYY)

Chair of Foundation: _____

Date: _____
(MM/DD/YYYY)

Contact Person: _____ Email: _____

School Overview

1. Governance

Board Member	Relationship to School (parent, alum, etc.)	Position on Board	Years on Board

2. Admissions Statistics

	Number of Applications	Number of Acceptances	Number of New Students Enrolled	Per Student FA Disbursed (including scholarships)
Current School Year				
One Year Prior				
Three Years Prior				
Five Years Prior				

Average Class Size: _____

Admissions Yield Rate: _____

3. Enrolment and Attrition

	Last Year	3 Years Ago	5 Years Ago
Student population start of year			
Number of students admitted during school year			
Number of students asked/encouraged to withdraw during, or at end of, school year			
Number of graduates at end of year			
Number of non-graduates voluntarily withdrawing during, or at end, of school year			
Number of new admissions to next school year			

4. Financial Statistics

% Investment in Professional Development	
% of local grid of faculty salary	
% Participation in Annual Fund	
% of revenues from fees	
Annual surplus as a % of operating expenses	
Amount raised annually (\$)	
Cost to raise a dollar (\$)	

5. Student Population

	Boys	Girls	Boarding	Day
Junior (K-8)				
Senior (9-12)				
Totals				

7. School Leadership

	Title	Name	# of Years in Position
Head			
Co-Curricular Program			
Academic Program (ie. Jr Head, Sr Head, etc.)			
Human Resources			
Advancement			
Enrolment			
Finance			
Facilities			
Boarding Program			

Staff attrition rate: _____

Declaration of Adherence to Standards

Head of School Letter of Compliance

We, the undersigned, agree that we have read and understand the National Standards which govern CAIS member schools. We believe that (*School*): _____ meets the Standards established by CAIS and we do hereby promise that, should the School be accepted as a Candidate Member of CAIS, it will continue to maintain these Standards, meet the criteria for membership and agree to follow the CAIS Membership Guidelines.

The following statements are true:

1. The Head of School operates the school at arms length from the Board of Governors.
2. The Head of School reports directly to the Board of Governors. All other employees are hired and managed by the Head of School.
3. The school's finances are sound.
4. Enrolment is stable.
5. Our school meets all standards required by the local Ministry Education.
6. Our School practices ethically in recruitment of students and staff members. That means that I will not actively recruit students or staff members from member schools.
7. As Head of School, I understand that I must attempt to attend all CAIS Head's meetings. I understand that I may not miss two meetings in a row.
8. I understand that the CAIS is an active organization that requires members to participation in a variety of activities. Our school will participate in required CAIS activities and support those that are appropriate for my school.
9. I have read the most recent National Standards and our school will be able to meet them within three years.

Signed: _____
Head of School

Date: _____
(MM/DD/YYYY)

Witnessed: _____

Date: _____
(MM/DD/YYYY)

Declaration of Adherence to Standards

Chair of the Board Letter of Compliance

We, the undersigned, agree that we have read and understand the National Standards which govern CAIS member schools. We believe that (*School*): _____ meets the Standards established by CAIS and we do hereby promise that, should the School be accepted as a Candidate Member of CAIS, it will continue to maintain these Standards, meet the criteria for membership and agree to follow the CAIS Membership Guidelines.

The following statements are true:

1. The Head of School is the Chief Executive Officer of the School.
2. The Board operates at arm's length from the operations of the school.
3. Our school meets all standards of the Ministry of Education. The school is in good standing.
4. The Board considers that the school is in a healthy financial condition. The Board considers that the school's viability is not in jeopardy.
5. There are no issues known to the Board that put the school's viability in question.
6. The Board fully supports this application for Membership to CAIS.

Signed: _____
Chair of the Board

Date: _____
(MM/DD/YYYY)

Witnessed: _____

Date: _____
(MM/DD/YYYY)

Application Supporting Documentation

Please submit the following with your application:

Standard One: Mission, Vision, Values and Strategy

1. Strategic and/or Bridge Plan, including the mission, vision, values
2. Strategic Implementation Plan, including tactics, timelines, and measures.

Standard Two: Co-Curriculum and the Learning Environment

3. List of Co-curricular offerings that are arts, athletics, and leadership
4. Student Handbook
5. Parent Handbook
6. Counselling program

Standard Three: Academic Program

7. Published definition of excellence in teaching and learning.
8. Published academic program that shows evidence of strategy, innovation and how students learn.
9. Most recent educational inspection report.

Standard Four: School Leadership

10. Organizational Chart
11. The agendas of three recent meetings of the staff, faculty and leadership team
12. Succession plan for leadership team

Standard Five: Human Resources

13. Copy of the Human Resources Strategy
14. Professional growth process
15. Faculty and Staff Handbook

Standard Six: School and Community

16. Advancement and/or Fundraising plans
17. Alumni strategy and philosophy, including annual fund, endowment, major gift, and planned *giving* programs
18. Marketing and communication plans

Standard Seven: Enrolment Management

19. Enrolment management plan, including marketing, recruitment, research (and retention)

Standard Eight: Governance

20. List of current Task Forces/Ad hoc Committees along with objectives and timelines.
21. Board and committee goals and work plans for the current year.
22. Most recent Board evaluation
23. Head's Report to the Board, including financial, enrolment and human resources reports as they relate to the implementation of strategy as well as Strategic Plan updates.

Standard Nine: Finance

24. Long-range Strategic Financial Plan
25. A brief explanation of the school's finances for the past 3-5 years
26. Most recent Audited Financial statements for the School and the Foundation, if applicable.

Standard Ten: Physical Plant, Health and Safety

27. Campus master plan
28. The school's current crisis response plan
29. Risk management program and analysis
30. Emergency Response Plans, included but not limited to:
 - i. building evacuation
 - ii. medical emergency
 - iii. procedures for a threat inside and outside the building

Standard Eleven: Commitment to School Improvement

31. Sample research and analysis, collected in the past two years
32. Sample school data and analysis, collected in the past two years

Standard Twelve: Boarding (if applicable)

33. Unique value proposition for boarding
34. Boarding program
35. Risk management and Emergency policies and procedures (for evenings and weekends)



CAIS National Standards and Effective Practices

1. Mission, Vision, Values and Strategy

The school has clear mission, vision, values and strategy. These statements are understood and accepted by all constituencies: Board, faculty, staff, parents, alumni, and students. The statements give direction to the Strategic Plan (including curricular, co-curricular, financial, organizational) to ensure that all facets of school life are in alignment.

- 1.1 The school has clear statements of mission, vision and values. They are short, memorable, aspirational and achievable.
- 1.2 The school has a current integrated strategic plan (including HR, program, finance, facilities, enrolment, advancement) that demonstrates adherence to its mission, vision, and values and articulates the school's unique value proposition.
- 1.3 The school demonstrates adherence to its vision, mission, values, and strategy in the development and implementation of the Strategic Plan.
- 1.4 The school's Strategic Plan includes an Implementation Plan that is updated annually based on research and/or changes to the current landscape.
- 1.5 The school effectively communicates the school's mission, vision, values and strategy to all members of the school community.

2. Co-Curriculum and the Learning Environment

The school promotes and acts upon the academic, emotional, physical and social potentials of all its members within an ethical community.

- 2.1 The school promotes inquiry and independent thinking.
- 2.2 The school promotes understanding and respect for the differences and diversities among people.
- 2.3 The school demonstrates its commitment to service and citizenship in the broader local, national and global communities by encouraging all students to meaningfully participate and teaching the skills of citizenship.
- 2.4 The school advocates and demonstrates positive practices with respect to environmental issues.
- 2.5 The school encourages the involvement of all students in cultural development, through musical, dramatic and artistic expression, appreciation, and/or study.
- 2.6 The school encourages all students to engage in fitness through opportunities to participate in sports and physical activities.
- 2.7 The school encourages the involvement of all students in its program of co-curricular activities.
- 2.8 The school offers all students opportunities for and instruction in leadership development.
- 2.9 The school is an ethical community that promotes integrity, honesty and self-discipline.

- 2.10 The school has appropriate and effective procedures for counseling of all students; the school uses effective referral practice when issues surpass the skills or capacity of school personnel.
- 2.11 The school includes in its reports to parents, information on the student's academic, emotional, social, and physical development.
- 2.12 The school has effective procedures for timely reporting to parents on all aspects of students' progress and offers suggestions for assisting them.
- 2.13 The school models and promotes wellness.
- 2.14 The faculty and staff consistently model the vision, mission, and values of the school.
- 2.15 The school encourages students to take responsible risks and learn through both their failure and success.
- 2.16 Policies and practices are in place to ensure that teachers, parents and students work collaboratively and actively to pursue positive, respectful, and appropriate relationships.

3. Academic Program

The school's program is congruent with its mission and strategy; it is based upon an articulated philosophy and research about the ways in which students learn and effective ways to teach them.

- 3.1 Through an ongoing consultative process, the school has published a definition of excellence in teaching and learning that encompasses current research.
- 3.2 The school's program is dynamic and innovative to address the rapidly changing globalized world.
- 3.3 The school's academic program is strategic.
- 3.4 The school has a documented scope and sequence of the program that aligns with the strategy.
- 3.5 The school helps all students understand how they learn about, develop and apply a wide variety of strategies in which to learn.
- 3.6 The school's Information Technology plan is congruent with the school's strategy.
- 3.7 The resource centre (library) is a centre for learning and appropriately supports the program and strategy.
- 3.8 The school guides students to choose a current and post-secondary program that best suits their needs.
- 3.9 The school program provides opportunities for students to practice a repertoire of thinking skills.
- 3.10 Teachers recognize differences in learning styles and abilities and use an appropriate variety of instructional strategies to engage and challenge all learners.
- 3.11 The school has instructional materials and equipment available in sufficient quality, quantity, and variety to give effective support to the program.
- 3.12 The school provides program support to help students who struggle with learning.

- 3.13 The school's assessment policies and procedures are thoughtful and reflect attention to authentic performance tasks, multiple sources of evidence, educational goals and individual student learning.
- 3.14 The school ensures that all students receive feedback that is personal, timely and supports growth and development.
- 3.15 The school maintains appropriate academic records, which are protected against loss and available only to authorized persons, for both current and former students.
- 3.16 The program is designed to support students in the attainment of all essential learning outcomes identified by at least the provincial Ministry of Education.
- 3.17 The program is designed to engage all students in high quality online learning experiences by graduation.
- 3.18 There are established structures for teachers to meet to review and discuss the personalized learning of individual students.
- 3.19 There are established structures for teachers to meet to review and discuss the program and how it is challenging and engaging learners.
- 3.20 The school encourages students to be innovative, take responsible risks, and learn through both their failures and successes.
- 3.21 The preschool program (if applicable) operates in a way that assures a mission consistent experience for children.

4. School Leadership

The school has an overall administrative organization, which communicates, carries out and supports the school's mission and strategic plan.

- 4.1 The school's leadership team implements the strategic and operational needs of the school.
- 4.2 The leadership team supports the Board in the development of strategy and communicates progress through the Head of School.
- 4.3 The leadership team communicates effectively, insuring the internal audience (staff, students, Board) is informed about the school's policies, procedures and decisions.
- 4.4 The leadership team develops this strategy for the retention of students and engages employees in that process.

5. Human Resources

The school's Human Resources strategy is in place to ensure that the people practices and policies support the educational purpose of the school and are aligned with the vision, mission, values and strategies.

- 5.1 Organizational Effectiveness – Policies and procedures are in place to ensure succession planning and people development.
- 5.2 Recruitment and Retention - Policies and procedures are in place to ensure effective recruitment and retention of employees.
- 5.3 Selection – The school executes rigorous selection procedures that ensure all employees are suitable people to work with children and young adults, including verbal reference checks to the most recent employer.

- 5.4 Total Compensation Program – Policies and practices are in place to ensure fair and ethical treatment with regard to compensation and working conditions for all positions within the school.
- 5.5 Professional Growth Program - The school has a professional growth program that is aligned with the Strategic Plan and is aligned with its definition of excellence in teaching and learning. Faculty PD is resourced by a minimum of 2% of the budget for faculty salaries (excluding benefits).
- 5.6 Evaluation and Termination of Employment – Policies and practices are in place to ensure faculty evaluation and termination procedures are aligned with the school's definition of excellence in teaching and learning.
- 5.7 School Culture – Policies and practices are in place to ensure that teachers and staff work collaboratively and actively to pursue positive, respectful, and appropriate relationships with their students and with other adults in the school community.

6. School and Community

The constituent relations, communications, and fundraising programs of the school are well planned and effective, both serving the community and engaging them in achieving the school's mission. As well, the school has established systems and procedures to maintain harmonious relationships with the community in which it exists.

- 6.1 The school has a vision and strategy for the effective involvement of stakeholders (parents, alumni/ae, donors, friends, etc.).
- 6.2 The school has an established program to engage its constituents in a mutually beneficial manner to create meaningful involvement, as well as volunteer and financial support for the school.
- 6.3 The school has a communication plan in place, which clearly relates the mission, values and needs of the school and inspires loyalty and involvement. The plan fosters and stimulates relationships and is personalized to the different constituents within the school community.
- 6.4 The school communicates effectively, insuring the external audiences (parents, alumni and prospective families) are informed about the school's policies, procedures and decisions.
- 6.5 The school has a culture of philanthropy and optimizes donor engagement.
- 6.6 The school has appropriate infrastructure to support overall advancement and fundraising support services.
- 6.7 The school has mission-appropriate fundraising programs that engage all constituents.
- 6.8 The school interacts constructively with the communities in which it exists; uses community resources appropriately, and participates in and contributes back to these communities.
- 6.9 The school is able to raise significant amounts of money for capital and endowment projects.
- 6.10 The school has a marketing plan that articulates the unique value proposition of the school to prospective families and the broader community.

7. Enrolment Management

The school has defined those qualities that constitute a “mission appropriate” student and has established policies and procedures for enrolment management that ensure that the school is enrolling mission appropriate students.

- 7.1 The school has defined what constitutes a diverse student body in accordance with the school’s mission and its geographic community.
- 7.2 The school has a strategic and proactive enrolment management program.
- 7.3 The school has effective policies and procedures to support the enrolment management program.
- 7.4 The school ensures an appropriate match between a prospective student and family and the mission of the school.
- 7.5 The school operates under a clear set of practices for gathering, reviewing and maintaining prospective student information; while respecting the confidentiality of students, families, and documents in the admission process.
- 7.6 The school’s promotional materials accurately describe the school.
- 7.7 Financial responsibilities of the parent/guardian, as well as the financial aid process, are clearly stated in writing and communicated prior to enrolment and re-enrolment.
- 7.8 While families are responsible for the payment of fees, the school, within the constraints of its budget and stage of development, has provisions for offering financial assistance to deserving students.
- 7.9 The school respects and affirms the dignity and worth of each candidate and his/her family.
- 7.10 The school applies the same high standards of integrity whether talking about its own school or other institutions.

8. Governance

The Board’s membership, structure and processes advance the school’s mission, vision and long-term viability; and the Board operates in fiduciary, strategic and generative modes.

- 8.1 The Board adopts a clear statement of the school’s mission, vision and values, and reviews them periodically.
- 8.2 The Board oversees the development and implementation of the school’s strategy and Strategic Plan that is data-driven and consultative. The Board annually reviews the major strategic priorities for the school.
- 8.3 Every Board meeting includes a discussion of strategy and risk.
- 8.4 The Board’s size, composition and nominating process ensure the expertise and diversity needed to achieve the mission and strategy of the school, including non-parents on the Board.
- 8.5 The Board reviews and maintains appropriate bylaws that conform to legal requirements, including duty of loyalty, obedience and care.
- 8.6 The Board has a written mandate to identify and endorse all roles and responsibilities of its Board members, committees and task forces.

- 8.7 The Board has processes to train, assess, improve and sustain its effectiveness.
- 8.8 The Board keeps records of its meetings, committees and policies, and communicates its decisions appropriately, while keeping deliberations confidential.
- 8.9 The Board has developed a cooperative and effective working partnership with the Head of School. The performance of the Head of the school is evaluated on an annual basis by the Board through a practised and understood procedure. The results and the basis of the Head’s compensation are documented.
- 8.10 The Board ensures the leadership capacity of the school’s leadership and Board.
- 8.11 The Board exercises fiduciary responsibility in attempting to assure the long-term viability of the school.
- 8.12 The Board ensures the school has a risk management policy in place with respect to strategic, reputational, operational, financial or legal risks.
- 8.13 The Board devotes time and energy to generative thinking in addition to meeting its strategic and fiduciary responsibilities.
- 8.14 The Board engages in fundraising and has endowment plans and/or funds in place.
- 8.15 If the School has a Foundation, the membership is so constituted as to provide the expertise and commitment required to be effective stewards of its assets.

9. Finance

The school’s financial resources and financial planning are adequate to support the school’s mission and to sustain the school’s long-term permanence and strength.

- 9.1 The school is incorporated as a non-profit organization or share capital organization, and is audited annually by an independent professional.
- 9.2 The budget, financial resources, and management are capable of sustaining educational and other programs consistent with the school’s stated mission and strategy.
- 9.3 The school has a policy and practice of building financial reserves for long-term facilities needs and unforeseen financial obligations.
- 9.4 The school has operating and capital budgeting processes that are approved and monitored by the governing body.
- 9.5 The school has policies and follows practices sufficient for the governing body to meet its fiduciary responsibility with regard to finance and financial risk management including but not limited to quarterly reporting on key performance indicators.
- 9.6 The school combines a solid financial base with effective financial management to ensure its long-term permanence and strength.
- 9.7 The school has a long-range strategic financial plan that is informed by school data and supports the school’s future strategy.
- 9.8 The school communicates a high-level annual report to its community and makes Financial Statements available on request.
- 9.9 Financial records, whether digital or paper, are secured against fire or other potential loss.
- 9.10 The school focuses on revenue, including actively researching sources of revenue.

10. Physical Plant, Health and Safety

The physical plant, grounds and operations of the school support the vision, mission and programs of the school. The school has established and effectively implemented guidelines and procedures that promote a safe and healthy school environment.

- 10.1 The school's overall facilities are suitable to the operations and strategic priorities of the school.
- 10.2 The school's instructional facilities are suitable to support the vision and mission of the school.
- 10.3 The facilities are operated and maintained in compliance with local health and safety regulations, building codes and in a manner designed to safeguard the health, safety, comfort and dignity of students, visitors, contractors, faculty and staff.
- 10.4 The school demonstrates long-range facilities planning that is incorporated into the school's strategic and long-range financial plans. Long-range plans address plant maintenance, improvement or expansion as correlated with projected enrolment, program growth, and/or institutional development and change.
- 10.5 The school's risk management and insurance program is comprehensive and reviewed periodically with respect to risks, liabilities, and obligations.
- 10.6 The school has written emergency response procedures, which have been implemented, practiced, communicated and updated on a regular basis.
- 10.7 The school has written procedures regarding notification, treatment and reporting of injury, illness and suspected child abuse. The procedures are clearly understood by faculty, staff, parents, and students as appropriate.
- 10.8 The school has a business interruption plan.
- 10.9 All written security, health, safety and emergencies procedures dealing with health, safety and child protection are reviewed, communicated and updated annually.
- 10.10 The administration is aware of, and ensures that the school is in compliance with, all relevant legal and statutory requirements as it relates to health, safety and child protection.
- 10.11 The school manages its traffic and parking in ways that are controlled, safe and respectful of the surrounding community.
- 10.12 There is appropriate signage on campus so that staff, students and visitors feel welcome and are able to navigate the campus safely and easily.
- 10.13 The school researches and employs practical strategies for addressing educational and risk management issues (including legal and insurance issues) before allowing off-site excursions.
- 10.14 The school ensures that transportation of staff and students is managed in compliance with all legislated requirements.
- 10.15 Facilities and staff for food service are appropriate and the quality of the food served is reasonable, balanced, and appealing to the diverse needs and interests of the community.

- 10.16 The school has an environmental responsibility plan that is congruent with the school's mission and vision.
- 10.17 Employees understand that the supervision of students to ensure their safety is a priority in all school activities.
- 10.18 The school has a clear definition of child protection with supporting policies and procedures in place to respond promptly and effectively to incidents of child abuse and suspected child abuse within the school or elsewhere.

11. Commitment to School Improvement

The school demonstrates a commitment to continuous whole school improvement.

- 11.1 The school has conducted an Internal Evaluation Report that provides for broad participation of the school community and full disclosure in the examination of strengths and weaknesses.
- 11.2 The school has addressed all recommendations from its previous accreditation visit (only for schools going through re-accreditation).
- 11.3 The school regularly collects and analyses research and school data and uses it to make improvements.
- 11.4 The school engages in ongoing development, review and evaluation of its program, including tracking the level of success of its graduates.
- 11.5 The school is aware of, and continues to search out, new approaches to education, and implements those aligned to the mission of the school.
- 11.6 The school has a structured, ongoing process through which it solicits and analyses the perspectives of staff, students, alumni and parents about their experience with the school, and it uses the information from this process to strengthen the school and improve learning.

12. Boarding

The Boarding program operates in a way that assures an enriched and extended learning experience for all students.

- 12.1 The boarding program has an articulated philosophy and curriculum that meets the needs of boarding students.
- 12.2 The boarding program is integrated into the total life of the school, by shaping culture and extending the academic and co-curricular learning for all students.
- 12.3 The boarding program provides for the individual needs of a diverse population.
- 12.4 The boarding program is carried out in a safe and healthy environment.
- 12.5 Rules and policies governing boarding life, leave, privileges, travel and discipline are published so that both boarding students and their parents are properly informed.
- 12.6 The boarding community thrives in a climate of trust, care, honesty and collaboration that is evident.
- 12.7 The boarding staff are responsive to parents and actively promote the concept of co-parenting (so residential staff get some authority in the partnership).
- 12.8 The boarding staff has the knowledge, skills and qualities to effectively support boarding students.

CAIS Accreditation Guidelines 2015

Full Documentation Checklist

*please indicate the documentation that your school currently has in place

Standard One: Mission, Vision, Values and Strategy

- Strategic and/or Bridge Plan, including the mission, vision, values and strategies for HR, finance and any other applicable areas.
- Most recent school communication reflecting the mission, vision, values and strategy.
- Strategic Implementation Plan, including tactics, timelines, and measures.

Standard Two: Co-Curriculum and the Learning Environment

- Co-curricular program philosophy statement
- List of Co-curricular offerings that are arts, athletics, and leadership
- Student Handbook, including policies on:
 - bullying, including cyber-bullying
 - alcohol and drugs,
 - harassment,
 - academic integrity,
 - homework and attendance,
 - expectations of conduct and discipline policies,
 - ethical code aligned with mission,
 - acceptable use of technology,
 - Reporting suspected child abuse within the school or elsewhere
- Character education program, including a definition of wellness
- List of community service opportunities that are local, national, and international
- Tracking of co-curricular student engagement
- Parent Handbook, including policies on:
 - Reporting suspected child abuse within the school or elsewhere
 - Online safety
- Coaches Handbook
- Table 2.1
- Student assembly/chapel schedule and sample agendas
- Environment program
- Counselling program

- Advisory program
- Wellness program
- Spirituality program
- Sample report card and/or progress report, specific to co-curricular programs (completed with student identification deleted).
- Sample teacher communication to parents/guardians (with student identification deleted)
- Parent communication schedule
- Survey from students: results, executive summary and analysis including plans/changes to co-curricular programs that result from this data.

Standard Three: Academic Program

- Published definition of excellence in teaching and learning.
- Complete Chart 3.1 to indicate placement of graduates for the last three years. Provide analysis and goals.
- Published academic program that shows evidence of strategy, innovation and how students learn.
- School calendar and daily schedule.
- Scope and sequence and/or curriculum map.
- Each academic group should provide evidence of the following:
 - Sample assessments
 - Sample assignments
 - Sample unit plans
 - Templates for curriculum design
 - Critical thinking
 - Global learning and citizenship
 - ESL program if applicable
- Provide evidence that the PD program focuses on recent research, including high quality online learning. Outline plans to improve the program and teaching practice.
- Information Technology plan, including PD for all staff, scope and sequence for students, including online safety, security and risk procedures.
- Most recent educational inspection report.
- Documentation of the Guidance program.
- Documentation of the learning support program, including accommodations, modifications and/or interventions.
- Job descriptions for all teaching staff.

- Each academic group shall submit:
 - Goals, tactics, and measures
 - Identification of top three strengths
 - Evidence of alignment with the school's strategy
- How many students are engaged in high quality online learning experiences? Please identify how many students are taking online courses through other providers, what providers, and completion rates. How do you measure the student learning and benefits?
- Evidence that students understand how they learn and how they can improve.
- Survey from students: results, executive summary and analysis including plans/changes to academic programs that result from this data.
- How do teachers incorporate a repertoire of thinking skills in programs design (including but not limited to factual mastery, skill development, inquiry, creativity, comprehension, application, analysis, synthesis, and evaluation)?

Standard Four: School Leadership

- Organizational Chart
- Internal Communication Plan
- Job descriptions, annual goals and evaluations for every member of the leadership team (available to the Chair only)
- The agendas of three consecutive recent meetings of the staff, faculty and leadership team
- Data and information prepared by the leadership team to inform strategy and risk discussions at Board meetings
- Two sets of evaluation results: leadership team evaluation by staff and faculty and the team's self-evaluation
- Retention plan for leadership team
- Succession plan for leadership team

Standard Five: Human Resources

- A complete list of all faculty and staff, including positions and/or responsibilities held and years of service at the school. For faculty members, please indicate all subjects they teach
- Copy of the Human Resources Strategy, including succession planning, orientation, mentoring, professional growth, research, innovation, and evidenced that it aligns with mission

- ❑ Copy of a teacher and staff contract or letter of employment
- ❑ Evaluation process - copies of all forms used in the faculty and staff evaluation process and evidence that the evaluations are regularly completed, including analysis
- ❑ Professional growth process, including teacher and staff PD records
- ❑ Written job descriptions, including revision dates
- ❑ Faculty and Staff Handbook, including information, policies and procedures on:
 - Compensation policy – school to market
 - Termination process
 - Performance management policy(ies) including faculty and staff evaluation
 - School culture, including positive, respectful, and appropriate relationships with students and with other adults in the school community
 - Recruitment, selection and retention of employees
 - Discrimination and harassment
 - Reporting suspected child abuse within the school or at home
 - Online safety
- ❑ Communication plan for the HR policies and procedures
- ❑ Evidence that appropriate reference checking is part of the selection process:
 - Professional, including speaking to the most recent employer
 - Criminal, vulnerable sector screening and/or other provincial requirements, such as child abuse registry checks
 - A list of questions asked during a reference check

NOTE: CAIS recommends that the following question be part of a verbal reference check to the most recent employer, with respect to a prospective school employee:
 “Our school makes child protection and school safety a top priority and we need to know if there is anything about this individual that we should be aware of or concerned about?”
 (Eric Roher, the National Leader of the Education Law Focus Group at BLG, 2016.)
- ❑ Evidence that employment contracts
 - have been reviewed by legal counsel every 3-5 years;
 - include a termination clause that is based on current legislation;
 - are provided in writing;
 - acceptance of the offer.
- ❑ Evidence that more than one individual makes salary decisions
- ❑ Evidence that faculty and staff salary, benefits, and pension models are competitive with comparable independent schools

- Compensation practices for staff and faculty
- Faculty survey results, executive summary and analysis, including plans/changes to programs
- Evidence of legislative compliance
- Evidence of strategic development of staff

Standard Six: School and Community

- Advancement and/or Fundraising plans, including critical path, metrics, analysis and protocols
- Stewardship plans
- The last three years of fundraising metrics and actuals.
- Alumni strategy and philosophy, including annual fund, endowment, major gift, and planned *giving* programs
- Advancement Policies & Procedures including,
 - Gift Acceptance Policies and Procedures
 - Endowed Fund Agreements
 - Database, privacy and accessibility
- Marketing and communication plans, including critical path, metrics and analysis of impact on students, parents and alumni
- Solicitation material from the past two years for: Annual Fund, Special Projects, Endowment, Special Events and Planned giving initiatives
- Copy of Annual reports, Endowment Reports, Magazines, other donor recognition
- Sample advertising to prospective students and families
- Sample newsletters/magazines to current parents and alumni/ae
- Job descriptions for all advancement and communications staff
- Professional Development, including appropriate training for cultural awareness and social media.

Standard Seven: Enrolment Management

- Chart 7.1 and analysis
- Chart 7.2 and analysis (if there has been any enrolment decline, specify plans to address perception of quality)
- List of marketing initiatives, and analysis of each
- List of recruitment initiatives, and analysis of each
- Exit interviews- samples and trends analysis

- Published financial aid materials
- Enrolment contracts
- Job descriptions for all admissions staff
- Note the roles of others not directly in admissions and what they might do in the course of the admissions process
- Policies and procedures for the following:
 - Applications, including from siblings, children of alumni/ae, and children of employees
 - Financial aid and tuition discounting
 - Reimbursement for students who leave during the year
 - Identification of mission appropriate students and families
 - Record retention for prospective and current student information
 - Access to financial information
- Published Admissions Process, including deadlines, tools and communication.
- Published Admissions Criteria
- Enrolment management plan, including marketing, recruitment, research (and retention)
- The school's definition of what constitutes a diverse student body in accordance with the school's mission and its geographic community
- Promotional materials that support Enrolment Management
- Parent and Alumni survey results, executive summary and analysis, including plans/changes to programs

Standard Eight: Governance

- An up-to-date list of members of the Board, the Foundation (if applicable), and the Advisory Board (if applicable). Include committee participation and years of service, as well as biographies.
- List of current Task Forces/Ad hoc Committees along with objectives and timelines.
- Signed Conflict of Interest Policies for all Board members
- A copy of the school's Bylaws
- A copy of the Foundation's Bylaws, if applicable

- Policies and Procedures regarding
 - Terms of Reference for each committee
 - Code of Conduct
 - Conflict of Interest
 - Communication between employees, Head, Chair of the Board and Board
 - Endowment
 - Financial aid
 - Skills matrix
 - Investments
 - Cash management
 - Debt management
 - Conflict of interest for business, academic, admissions and disciplinary matters
 - Orientation
 - Evaluation
 - Risk Management, including liability coverage
 - Chair selection process
 - Nomination process
 - Appointment of Investment Council (Board and Founders if applicable)

- Annual Board Calendar
- Board and committee goals and work plans for the current year.
- The agendas and minutes of one year of Board meetings, with evidence of strategy and risk discussions, and enrolment management updates.
- Job description for Head of School *
- Head of School Evaluation*
- Head of School Annual Goals (linked to the Strategic and Implementation Plans) *
- Head's Contract, specifically sections dealing with issues of evaluations, renewal, and termination*
- A copy of the most recent governance training program
- Board communication strategy
- Leadership succession plan for team, Board and Chair
- Endowment materials
- Most recent Board evaluation
- Head's Report to the Board, including financial, enrolment and human resources reports as they relate to the implementation of strategy as well as Strategic Plan updates.
- Evidence that HR policies, practices and risks have been reviewed at a Board meeting.

Standard Nine: Finance

- Long-range Strategic Financial Plan (including analysis of the process used to develop it, and based on flat enrolment).
- A brief explanation of the school's finances for the past 3-5 years to give context to the school's current financial position
- Most recent Audited Financial statements for the School and the Foundation, if applicable.
- Management letter from auditor for the last three years, if applicable
- The name of the firm/individual who performs the school's annual audit if not indicated on the statement
- Most recent Charities Information Return (T3010) and Notice of Assessment.
- Most recent copy of the School's and the Foundation's Articles of Incorporation.
- Most recent budget for the school with Board approval date.
- Most recent finance committee meeting minutes, including reviews of key performance indicators and cash flow.
- List of capital projects within the last three years and any capital budgets going forward, including the financing related to these projects
- List of any compliance audits (such as GST, payroll/benefits, PST, etc.) in the last three years, including a summary of the results
- Financial policies, including those that address:
 - risk management
 - investments
 - endowment spending
 - alternative enrolment scenarios
 - management
 - use of technology
 - segregation of duties.
- Job descriptions for Business office staff
- List of staff, including financial qualifications
- Most recent communication regarding the school's financial status and budget
- Faculty and staff salary details (available on a confidential basis to the Chair of the Visiting Committee only, if required)
- Chart 9.1, including explanation and analysis of variances.

Standard Ten: Physical Plant, Health and Safety

- Campus master plan, including 10-year budget and analysis
- List the school's physical facilities (classrooms, athletics facilities, space for art, music and drama, outdoor playground equipment, boarding spaces, etc.) and comment on the suitability of each.
- The school's most recent safety audit, including dates of the last review
- Plant maintenance, repairs and renewal plans, with accompanying 5-year financial projections.
- The school's current crisis response plan
- OH&S procedures
- WHMIS documentation – Material Safety Data Sheets
- Inspection program plan
- Accident-Incident forms
- Student/Staff medical forms
- 3 years of Fire Marshall reports
- Evacuation plan in case of emergency
- Evidence of signage indicated the requirements of visitors to report to the main office when arriving on campus.
- Health, safety and child protection policies including:
 - immunization,
 - dispersion of medication,
 - release of student/children health concerns
 - accident report
 - suspected child abuse
- Student transportation policies and procedures, included but not limited to the following:
 - driver eligibility requirements
 - driver training and assessment
 - vehicle licensing, insurance and inspection
 - loading procedures and weight ratings
 - vehicle emergency equipment
- The review process by which excursions are evaluated and corrective measures are identified for future excursions.
- Field Trip and Excursion policies and procedures, including:
detailed trip planning, itinerary plan, assessing teacher/leader competency, consent of parent/guardian and acknowledgement of risk, consent of volunteer, volunteer driver authorization, incident report form, etc.

- Insurance, waivers, liability releases, medical and emergency response plans, supervision and training, communications protocols (teacher to school, teacher to parents, students to teachers, students to parents, etc.)
- School insurance policies and analysis
- Risk management program and analysis
- Emergency Response Plans, included but not limited to:
 - building evacuation
 - medical emergency
 - procedures for a threat inside and outside the building
- Sample 7-day menu (if applicable)
- Job descriptions for all facilities and risk-related staff
- Communication of emergency plans to faculty, staff and students
- Communication of health and safety practices to faculty and staff
- Business interruption plan
- Record of regular Faculty/Staff training in safety related areas such as:
 - Child protection,
 - First Aid,
 - CPR,
 - outdoor education,
 - water safety,
 - fire safety,
 - student supervision, etc.

Standard Eleven: Commitment to School Improvement

- Visiting Committee Report from the last review. (Schools undertaking their first CAIS Internal Review Report are not required to include the first three documents.)
- Follow-up Report
- Progress Report: For each of the Recommendations from the last report, provide specific evidence and examples of accomplishments as well as projects not yet fully accomplished since the last visit. Evaluate your progress.
- Benchmarking Data and analysis of the variances, for the last two years
- Sample research and analysis, collected in the past two years
- Sample school data and analysis, collected in the past two years
- Data and analysis on the success rate of your students after graduating
- Survey results and analysis of data from students, parents, alumni and staff, collected in the past 2-3 years

Standard Twelve: Boarding

- Unique value proposition for boarding
- Boarding program
- Risk management and Emergency policies and procedures (for evenings and weekends)
- Supervision schedule showing adult boarding coverage for a seven-day period
- Evidence of training for residential staff, including mental health and wellness
- Published and publicized policies and expectations
- Sample schedule for evening, weekend and vacation activities
- Communication plan for boarders with boarders, teachers and administration
- Sample communications to current parents, including on the unique benefits of boarding
- Sample program elements that are in place to assist diverse students in terms of social, academic, and cultural transitions.
- Job descriptions and evaluations for all boarding staff
- Parent and student survey summaries, and analysis that is applicable to boarding

Please note: this document list is not intended to be inclusive of all legal and regulatory requirements. Each school has the responsibility to confer with its legal counsel for professional guidance and advice regarding requirements that are applicable to its own provincial requirements and situations.

Candidate Review Process

1. The candidate review process consists of two CAIS School Heads, one a CAIS Board member, attending the applicant school for a one-day review. A mutually agreed upon date will be chosen for the review to take place.
2. On the selected date, the Candidate Review Team will spend one day at the school meeting with various members of the school community. The review team will ask questions and look for evidence that the school will be able to meet the CAIS National Standards within three years.

Sample Schedule - Candidate Review Visit	
8:00am	Breakfast meeting with the Head of School
9:00am	School tour led by students
10:15am	Meet with the Director of Finance
11:00am	Meet with the Director of Admissions
11:30am	Meet with the Director of Advancement/Marketing/Communications
12:00pm	Lunch with Student Council
1:15pm	Meet with Director of Academics/Director of Teaching and Learning
2:15pm	Meet with the Director of Student Life
3:15pm	Observe a Senior Leadership Team Meeting
6:00pm	Meeting with the Head of School and Chair of the Board

3. Following the review, the Candidate Review Team will submit a report to CAIS which includes a recommendation to the Evaluation Council on whether the applicant is ready to become a candidate.
4. The Evaluation Council will review the report and make a recommendation to the CAIS Board of Directors. The CAIS Board of Directors makes all final decisions on applicant acceptance.
5. Following the Board meeting, the applicant will receive a communication from the Executive Director detailing the Board's decision. The applicant will also receive a summary of the Candidate Review Team's report outlining the observed areas of strength and areas for improvement.

Logistics

1. The applicant school is responsible for all cost associated with the Candidate Review.
2. Candidate Review Team members will be responsible for making their own travel arrangements.
3. Hotel accommodation and meals during the Candidate Review will be arranged and paid for by the applicant school.
4. CAIS will initially reimburse volunteers for reasonable travel expenses incurred through participation in CAIS Candidate Reviews. Following the review, CAIS will invoice the applicant school for the total of the reimbursed expenses.
5. The Candidate Review Team will follow the [Visiting Committee Travel Guidelines and Eligible Expenses](#).