

## **New England Association of Schools and Colleges (NEASC)**

Applicable Standards for Independent School Accreditation relevant to H.3, to ensure that multiculturalism, diversity and inclusion are incorporated into a school's culture, climate, programming, teaching and curriculum:

### **Standard 4**

4.f. The program offers a variety of cultural experiences to reflect (a) the diversity of students enrolled and (b) the multicultural nature of the region, country, and world.

### **Standard 5**

5.a. The school recognizes differences within the student body such as gender, learning style or ability, race, age, ethnicity, family background, socio-economic status, sexual orientation, and religious practice, and actively responds to students' and adults' positive or negative experiences.

5.1. The school promotes an equitable, just, and inclusive community that inspires students to respect and value diversity and to be active and responsible citizens, and has ways to insure that this objective is met.

### **Standard 11**

11.j. The school develops and publishes a policy and plan on diversity and difference, derived from its mission and core values that it uses to evaluate the status of the school in this regard and to guide planning to achieve goals.

### **Standard 12**

12.a. The school's climate, policies and procedures, rooted in inclusivity and empathy, honor the dignity of every person in their community.

## **Standard 13**

13.h. The school structures ways to work with parents/guardians proactively. The school is aware of the ways in which families from diverse backgrounds and socio-economic status are affected by school policies and programs.

NEASC has recently concluded a pilot study. NEASC retained a diversity and inclusion expert to design and administer a diversity and inclusion assessment, and provide recommendations to the schools. NEASC is in the process of updating accreditation standards, and the goal is to align standards for diversity and inclusion with what they have learned in this pilot study.

### **National Association of Independent Schools (NAIS)**

Principles for Good Practice- these are examples of best practices for independent schools to use in meeting accreditation standards

<https://www.nais.org/learn/principles-of-good-practice/educating-for-global-citizenship/>

<https://www.nais.org/learn/principles-of-good-practice/equity-and-justice/>

NAIS has an assessment tool for schools to use in assessing the culture and climate of the school.

## EQUITY AND JUSTICE

### PREAMBLE

The following principles provide common ground for interaction between independent school professionals and their many constituents (parents, students, colleagues at other schools, and the public). The NAIS Principles of Good Practice for member schools define high standards and ethical behavior in key areas of school operations to guide schools in becoming the best education communities they can be, to embed the expectation of professionalism, and to further our sector's core values of transparency, excellence, and inclusivity. Accordingly, membership in NAIS is contingent upon agreement to abide by the spirit of the PGP's.

### OVERVIEW

NAIS schools value the representation and full engagement of individuals within our communities whose differences include — but are not limited to — age, ethnicity, family makeup, gender identity and expression, learning ability, physical ability, race, religion, sexual orientation, and socioeconomic status. NAIS welcomes and celebrates the diversity of our member schools. We expect member schools to create and sustain diverse, inclusive, equitable, and just communities that are safe and welcoming for all. We recognize that to do so requires commitment, reflection, deliberate planning and action, and ongoing accountability. The following NAIS Principles of Good Practice for Equity and Justice provide the foundation for such an independent school community.

- 1 The school establishes the foundations for its commitment to equity and justice in its defining documents (mission, core value, and/or philosophy statements).
- 2 The school respects, affirms, and protects the dignity and worth of each member of its community.
- 3 The board of trustees and the head of school articulate strategic goals and objectives that promote diversity, inclusion, equity, and justice in the life of the school.
- 4 The school develops meaningful requirements for cross-cultural competency and provides training and support for all members of its community, including the board of trustees, parents, students, and all school personnel.
- 5 The board of trustees and the head of school keep the school accountable for living its mission by periodically monitoring and assessing school culture and ongoing efforts in admission, hiring, retention, financial aid, and curriculum development.
- 6 The school works deliberately to ensure that the board of trustees, administration, faculty, staff, and student body reflect the diversity that is present in the rapidly changing and increasingly diverse school-age population in our country.
- 7 The head of school ensures that diversity initiatives are coordinated and led by a designated individual who is a member of one of the school leadership teams, with the training, authority, and support needed to influence key areas of policy development, decision making, budget, and management.
- 8 The school uses inclusive language in all written, electronic, and oral communication.
- 9 The school adopts a nondiscrimination statement applicable to the administration of all of its programs and policies, in full compliance with local, state, and federal law. That said, the school makes the law the floor — not the ceiling — for establishing itself as a diverse, inclusive, safe, and welcoming community for all students, staff, and families.

# EDUCATING FOR GLOBAL CITIZENSHIP AND INTERNATIONAL MINDEDNESS

## PREAMBLE

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## OVERVIEW

Independent schools are in a unique position to prepare students to be global citizens, individuals who are knowledgeable, compassionate, ethical, curious, and internationally minded leaders within a dynamically interconnected world.

- 1 The school demonstrates a commitment to global education and international mindedness through its strategic plan and policy statements.
- 2 The school supports and shows evidence of learning and teaching that challenges students to expand their perspectives and understanding of the world they live in, including foreign language acquisition, cross-cultural communication, collaboration, global problem-solving, creative thinking, ethical and empathic decision making, and recognizing different perspectives, among others.
- 3 The school fosters a climate of respect for all peoples and cultures.
- 4 The school actively seeks opportunities that promote global awareness, intercultural experiences, transnational exchange, travel, and collaboration for its students, faculty, and administrators.
- 5 The school emphasizes the value of intercultural communication and commitment to ethical action and service locally, nationally, and globally, and at all grade levels.
- 6 The school embraces diversity and promotes an environment of inclusivity and belonging for students, teachers, and administrators from a range of cultural, national, religious, and ethnic backgrounds.
- 7 The school supports professional learning opportunities for faculty, administrators, and other stakeholders that develop global awareness, knowledge, and understanding.