



NATIONAL
ASSOCIATION OF
INDEPENDENT
SCHOOLS

STANDARDS
ETHICS
PROFESSIONALISM
TRANSPARENCY
LEADERSHIP
DEDICATION
EQUITY

NAIS PRINCIPLES OF GOOD PRACTICE

www.nais.org/go/pgp

ADMISSION

The following principles of good practice provide common ground for interaction between independent school admission professionals, and their many constituents (parents, students, colleagues at other schools, and the public).

Through the recruitment and selection of students, admission professionals play a critical role in their schools' vitality and educational culture. All admission professionals, as well as the head of school, bear the ultimate responsibility for communicating and upholding these principles of good practice to all professional staff and volunteers (including parents, alumni/ae, tour guides, coaches, faculty, and board members) who represent the institution in promotion, recruitment, admission, and retention activities.

1. The school seeks to ensure an appropriate match between a prospective student and family and the mission and philosophy of the school.
2. The school respects and affirms the dignity and worth of each individual in the admission process.
3. In establishing policies and procedures for student recruitment and enrollment, particularly in the area of nondiscrimination, the school adheres to local, state, and federal laws and regulations.
4. The school has available in writing those policies and procedures of the school, member associations, and/or athletic leagues that may affect a family's decision to enroll.
5. The school operates under a clear set of practices for gathering, disseminating, and maintaining prospective student information, and respects the confidentiality of students, families,

and documents in the admission process. Schools will ensure that the admission process and/or transcript have provided sufficient documentation of an appropriate match before offering admission to a student.

6. The school maintains an admission process that respects the needs of students and families to learn about school programs and activities, that communicates in user-friendly formats, and that provides clear information, dates, and timeframes for all aspects of the admission process, including expectations around financial aid applications and acceptance of an enrollment offer.
7. The school recognizes that general advertising, direct mail campaigns, and communications between other schools and current independent school families guarantee the free market rights of the families and the general public to consider all options and that such practices from competitor schools should not be seen as a violation of the spirit of collaboration, collegiality, and professionalism reflected in these principles.
8. The school recognizes the right of currently enrolled students and families to consider other educational options, and if a transfer is initiated by the family, the school provides appropriate support and documentation in a timely manner, including reminding the family of any policies related to contractual obligations to the current school.

Revised and approved by the NAIS board in 2007



The NAIS Principles of Good Practice for NAIS member schools define high standards and ethical behavior in key areas of school operations. They are designed to help guide schools in becoming the best education communities they can be. We encourage you to share the PGPs with your staff, faculty, and board members.

This collection of PGPs was printed in August 2006. The PGPs are regularly updated. To read the most current version, go to www.nais.org.

ATHLETICS

Athletics can play an important role in the lives of children. The school's athletic program should be an essential part of the education of students, fostering the development of character, life skills, sportsmanship, and teamwork.

School Athletics

1. The school's physical health program embodies the mission, philosophy, and objectives of the school.
2. The school ensures that physical education teachers and coaches have appropriate training and knowledge of the school's mission, philosophy, and objectives.
3. The school promotes equity in all aspects of its athletic programs, including equal access to athletics, and fair and just treatment within both the curricular and extracurricular program.
4. The school's athletic program is an integral part of the school's curriculum.
5. The school is committed to the safety and physical and emotional health of participants in the athletic program. The school demonstrates this commitment by ensuring that appropriate safety precautions are in place for all physical education activities. Further, the school has appropriate response safeguards in place in the event that a student is injured.
6. The school's athletic program values the dignity and worth of the individual in a context of common purpose and collective achievement.
7. The school educates parents about the philosophy, policies, risks, and appropriate expectations of the athletic program

School Team Athletics

1. The school stands firmly in opposition to performance-enhancing drugs.
2. The school and its athletic programs and teams do not tolerate any form of hazing.
3. The school ensures that students, parents, alumni, and others understand the expectations of sportsmanship, civility and self-control at athletic practices and contests, much as those same characteristics are required within the more traditional academic environment.
4. The school works directly and candidly with other schools to prevent abuses in the following areas: recruitment, eligibility, transfer of student athletes, financial aid, and admission.

Coaches

1. Coaching is teaching: Coaches are, foremost, teachers. In this spirit, coaches have a strong collegial relationship with other educators and contribute to the school's understanding of the whole child.
2. Coaches have an understanding of the developmental needs of the children with whom they work.
3. Coaches design and implement activities that improve the knowledge and skills of all participants.
4. Coaches are aware of the physical abilities of their athletes and do their best to keep the athletes safe while encouraging students to reach new levels of achievement.
5. Coaches maintain the appropriate skills to teach their sport(s) and provide appropriate first aid to an injured athlete.
6. Coaches mentoring athletic teams and events are role models for the behavior expected of all spectators and participants at any athletic event.

Revised and approved by the NAIS board in November 2006.



BOARD OF TRUSTEES

The board is the guardian of the school's mission. It is the board's responsibility to ensure that the mission is relevant and vital to the community it serves and to monitor the success of the school in fulfilling its mission. The following principles of good practice are set forth to provide a common perspective on the responsibilities of independent school boards. The board and the head work in partnership to fulfill these principles.

1. The board adopts a clear statement of the school's mission, vision, and strategic goals and establishes policies and plans consistent with this statement.
2. The board reviews and maintains appropriate bylaws that conform to legal requirements, including duties of loyalty, obedience, and care.
3. The board assures that the school and the board operate in compliance with applicable laws and regulations, minimizing exposure to legal action. The board creates a conflict of interest policy that is reviewed with, and signed by, individual trustees annually.
4. The board accepts accountability for both the financial stability and the financial future of the institution, engaging in strategic financial planning, assuming primary responsibility for the preservation of capital assets and endowments, overseeing operating budgets, and participating actively in fund raising.
5. The board selects, supports, nurtures, evaluates, and sets appropriate compensation for the head of school.
6. The board recognizes that its primary work and focus are long-range and strategic.
7. The board undertakes formal strategic planning on a periodic basis, sets annual goals related to the plan, and conducts annual written evaluations for the school, the head of school, and the board itself.
8. The board keeps full and accurate records of its meetings, committees, and policies and communicates its decisions widely, while keeping its deliberations confidential.
9. Board composition reflects the strategic expertise, resources, and perspectives (past, present, future) needed to achieve the mission and strategic objectives of the school.
10. The board works to ensure all its members are actively involved in the work of the board and its committees.
11. As leader of the school community, the board engages proactively with the head of school in cultivating and maintaining good relations with school constituents as well as the broader community and exhibits best practices relevant to equity and justice.
12. The board is committed to a program of professional development that includes annual new trustee orientation, ongoing trustee education and evaluation, and board leadership succession planning.

Revised and approved by the NAIS board in 2003

INDIVIDUAL TRUSTEES

The following principles of good practice are set forth to provide a common perspective on the responsibilities of individual members of independent school boards.

1. A trustee actively supports and promotes the school's mission, vision, strategic goals, and policy positions.
2. A trustee is knowledgeable about the school's mission and goals, including its commitment to equity and justice, and represents them appropriately and accurately within the community.
3. A trustee stays fully informed about current operations and issues by attending meetings regularly, coming to meetings well prepared, and participating fully in all matters.
4. The board sets policy and focuses on long-range and strategic issues. An individual trustee does not become involved directly in specific management, personnel, or curricular issues.
5. The trustee takes care to separate the interests of the school from the specific needs of a particular child or constituency.
6. A trustee accepts and supports board decisions. Once a decision has been made, the board speaks as one voice.
7. A trustee keeps all board deliberations confidential.
8. A trustee guards against conflict of interest, whether personal or business related.
9. A trustee has the responsibility to support the school and its head and to demonstrate that support within the community.
10. Authority is vested in the board as a whole. A trustee who learns of an issue of importance to the school has the obligation to bring it to the head of school, or to the board chair, and must refrain from responding to the situation individually.
11. A trustee contributes to the development program of the school, including strategic planning for development, financial support, and active involvement in annual and capital giving.
12. Each trustee, not just the treasurer and finance committee, has fiduciary responsibility to the school for sound financial management.

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BUSINESS OFFICERS

Although responsibilities of business officers are as varied as the institutions they serve, the following principles provide a common standard of leadership and good practice for individuals vested with the responsibilities of the school's financial and physical resources.

1. The business officer understands and promotes the mission, standards, and policies of the school, and provides leadership as these evolve and when they are evaluated.
2. The business officer reports to the head of school and works strategically with the head of school and the board of trustees to ensure the development and implementation of appropriate policies for the long-term management of the school.
3. The business officer provides important assistance to the head in administering the school and to the board in meeting its fiduciary responsibilities through attendance at meetings, informative disclosure, and other educational means.
4. The business officer manages the school's resources in a prudent manner, consistent with the mission, safeguarding the value of those assets for the use of future generations of students by establishing appropriate financial controls and procedures.
5. The business officer maintains and fosters high ethical standards, integrity, and respect for colleagues, alumni/ae, parents, and students in the conduct of the school's business.
6. The business officer respects and maintains confidentiality and rights to privacy applicable to individuals and institutional records.
7. The business officer ensures that the human resource policies and practices are clearly articulated, consistently applied, and conform to legal requirements.
8. The business officer fosters professional standards and development by participating in local, regional, and national associations that offer personal support and professional assistance and development.

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EDUCATING FOR GLOBAL CITIZENSHIP

Twenty-first century independent schools must prepare students to be knowledgeable, compassionate citizens and effective leaders within a rapidly transforming world. This objective requires an understanding of one's own culture while extending well beyond the boundary of the nation where instruction occurs. Such schools:

1. Present a view of the world that invites and rewards curiosity concerning the richness and diversity of all human societies and encourages respect for all people.
2. Develop a curriculum that helps students recognize how differing cultures, traditions, histories, and religions may underlie views and values that can sharply contrast with their own.
3. Provide resources and activities in support of instruction that can help carry learning in the direction of world understanding.
4. Expect teachers, administrators, and other staff members to model respect for all peoples and cultures and to address constructively instances of bias or disdain for nationalities, cultures, or religions outside of their own.
5. Seek beyond the institution itself partnerships and networking that may help it promote global awareness, experience, and problem-solving for its students.
6. Educate and encourage parents to support school initiatives that promote global understanding.
7. Seek a diversity of cultural, national, and ethnic backgrounds in the recruitment of teachers and administrators.

Approved by the board in August 2006

EDUCATORS (EARLY CHILDHOOD)

Early childhood education emphasizes the development of the whole child, providing for each child's social, emotional, physical, and intellectual needs. Early childhood programs are developmentally appropriate, in that they are based on an understanding of general patterns of growth in the early years as well as children's individual development.

1. Early childhood educators, and all personnel who interact with young children, have appropriate training, understanding, and knowledge regarding the developmental characteristics of this age group.
2. Early childhood educators recognize that play is the work of young children.
3. Early childhood educators build on the child's natural curiosity to promote a love of learning.
4. Early childhood educators prepare the environment so that children learn through active exploration and discovery.
5. Early childhood educators recognize the importance of outdoor play and provide appropriate time and equipment.
6. Early childhood educators design programs that develop the large and small motor skills of young children.
7. Early childhood educators engage parents as partners in understanding the unique characteristics and needs of young children.
8. Early childhood educators, in observing and interpreting children's behavior, use bias-free assessment tools based on developmental norms.
9. Early childhood educators promote equity and justice by creating a community that fosters respect, understanding, and an appreciation of differences.

Revised and approved by the NAIS board in 1994

EDUCATORS (ELEMENTARY SCHOOL)

Building on the work of early childhood educators, elementary school educators continue to nourish the child's joy of discovery and passion for learning, and provide for the child's social, emotional, physical, intellectual, and moral growth — giving special attention to the mastery of those basic skills and concepts that are the foundation of all future learning.

1. Elementary school educators, and all personnel who interact with children, have appropriate training and knowledge regarding the developmental characteristics and needs of this age group.
2. Elementary school educators create a safe and secure environment in which students grow in both autonomy and the ability to work and play together.
3. Elementary school educators design and implement programs that actively engage students in making connections, solving problems, and thinking independently.
4. Elementary school educators teach to individual learning styles and intelligences and assess learning in a variety of ways.
5. Elementary school educators support the child's emerging identity by respecting and providing for each student's voice.
6. Elementary school educators build relationships with their students in which each child feels understood, nurtured, and challenged.
7. Elementary school educators work to create a relationship with parents that facilitates the exchange of information necessary to ensure the child's progress.
8. Elementary school educators create opportunities for children to become increasingly responsible for the many communities in which they live.
9. Elementary school educators defend the dignity and worth of each member of the community and create an environment that fosters respect, understanding, and acceptance of differences.

Revised and approved by the NAIS board in 2001

EDUCATORS (MIDDLE SCHOOL)

Recognizing that middle school students experience a variety of significant changes, middle school educators respond to and provide for the unique developmental needs and characteristics of their students.

1. Middle school educators affirm the dignity of each individual and promote equity and justice.
2. Middle school educators and all personnel who interact with middle school students have a thorough understanding of the patterns of physical, intellectual, social, and emotional growth of their students.
3. Middle school educators actively engage parents as partners in recognizing the implications of the significant changes affecting middle school children.
4. Middle school educators work to ensure a smooth transition experience for students and parents entering and leaving the middle school years.
5. Middle school educators provide programs that support each student's need to develop a distinct self-concept and to be recognized as an individual and as a member of a group.
6. Middle school educators create an environment that fosters respect, understanding, and acceptance of differences.
7. Middle school educators help students learn to make responsible choices and understand the consequences of their actions.
8. Middle school educators create opportunities for students to develop a sense of belonging to and responsibility for the multiple communities in which they participate.

Revised and approved by the NAIS board in 1993

EDUCATORS (SECONDARY SCHOOL)

Secondary school educators are committed to helping their students move from adolescence to young adulthood.

1. Secondary school educators help students to become passionate, serious scholars capable of effective communication, sustained work, independent thought, meaningful collaboration, and original expression.
2. Secondary school educators use their training and knowledge of their disciplines to design programs appropriate to the developmental characteristics of this age.
3. Secondary school educators employ a range of teaching and assessment strategies that invite students to learn and to demonstrate their learning in a variety of ways.
4. Secondary school educators teach to the learning styles, abilities, and life experiences of their students.
5. Secondary school educators develop and sustain relationships with colleagues that benefit their students and further their own professional growth.
6. Secondary school educators develop and sustain relationships with parents that support each student's well being and increasing autonomy.
7. Secondary school educators take responsibility for being role models.
8. Secondary school educators affirm and defend the dignity and worth of each member of the community and maintain an environment that fosters respect.
9. Secondary school educators help students take more and more responsibility for themselves and the multiple communities in which they live.
10. Secondary school educators prepare students to take advantage of subsequent opportunities for learning and to take their places as members of a democratic society and the global community.

Revised and approved by the NAIS board in 2003

EQUITY AND JUSTICE

Creating and sustaining an inclusive, equitable, and just independent school community requires commitment, reflection, conscious and deliberate action, as well as constant vigilance based on the overarching principles of inclusivity, diversity, and multiculturalism. The following principles of good practice for equity and justice provide the foundation for such a community.

1. The school establishes the foundation for its commitment to equity and justice in its mission statement and strategic planning.
2. The school respects, affirms, and protects the dignity and worth of each member of the school community.
3. The school establishes, publishes, implements, and reviews policies that promote equity and justice in the life of the school.
4. The school supports the ongoing education of the board, parents, students, and all school personnel as part of the process of creating and sustaining an equitable and just community.
5. The school ensures an anti-bias environment by assessing school culture and addressing issues of equity and justice in pedagogy, assessment, curriculum, programs, admission, and hiring.
6. The school values each and every child, recognizing and teaching to varied learning styles, abilities, and life experiences.
7. The school uses inclusive, anti-bias language in written and oral communication.
8. The school complies with local, state, and federal laws and regulations that promote diversity.
9. The school provides appropriate opportunities for leadership and participation in decision making to all members of the school community.
10. The school includes all families and guardians as partners in the process of creating and sustaining an equitable and just community.
11. The school expects from its students and all members of the community an appreciation of and responsibility for the principles of equity and justice.

Revised and approved by the NAIS board in 2004

FINANCIAL AID ADMINISTRATION

Recognizing that each family bears the primary responsibility for financing a student's education costs, NAIS's Principles of Good Practice for Financial Aid Administration are designed to serve as guideposts in the development of professional policies and orderly procedures among schools. Through these principles, NAIS affirms its belief that the purpose of a financial aid program is to provide monetary assistance to those students who cannot afford the cost of attending an independent school. Furthermore, these principles reflect the standards of equity and fairness NAIS embraces and reassert NAIS's ongoing commitment to access and diversity.

1. The school adheres to local, state, and federal laws and regulations that require nondiscriminatory practice in the administration of its financial aid policies.
2. The school operates within the context of both short- and long-range financial aid budget and policy goals.
3. The school uses objective research to measure the effectiveness of its progress towards its goals, and communicates the outcomes as appropriate.
4. The school provides outreach, education, and guidance to students and families on all aspects of its financial aid process and options.
5. The school determines eligibility for admission without regard to a student's application for financial aid.
6. The school commits to providing financial aid dollars to applicants who demonstrate that their family resources are insufficient to meet all or part of the total educational costs.
7. The school continues to provide support to students as long as financial need is demonstrated.
8. The school maintains the same standards of behavior and academic performance for recipients of financial aid as it does for non-recipients.
9. The school enacts documented procedures that ensure a fair, consistent, and equitable assessment of each family's ability to contribute toward educational expenses.
10. The school makes and communicates financial aid decisions in a manner that allows families to make timely, careful, and fully informed enrollment decisions.
11. The school establishes administrative and accounting procedures that distinguish the school's need-based financial aid program from tuition assistance programs that are not based on financial need.
12. The school safeguards the confidentiality of financial aid applications, records, and decisions.
13. The school supports collaboration between the financial aid office and other offices within the school.

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FUND RAISING

The advancement program of the school should exemplify the best qualities of the institution and reflect the highest standards of personal and professional conduct. The following principles of good practice are addressed to those involved in the school's advancement operation, including trustees, school heads, development and alumni/ae officers and staff, volunteers, consultants, and business officers.

1. The school establishes a well-constructed development plan to guide its fund-raising activities.
2. The school is mindful and respectful of the cultural and economic diversity of constituent supporters.
3. The school accepts only gifts that support its mission, character, integrity, and independence.
4. The school understands that accepting a gift is accepting the obligation to honor the donor's intent.
5. The school advocates stewardship (preserving and growing the resources of the school), as well as nurtures, appreciates, and sustains an ongoing healthy and effective relationship with its constituents.
6. The school clearly articulates roles and responsibilities for volunteers.
7. The school safeguards its constituents' privacy and all confidential information.
8. The school encourages donors to consult with their own professional tax advisors when making charitable gifts.
9. The school complies with all provisions of the United States Tax Code that affect charitable giving.
10. The school, as appropriate, discloses to its constituents gifts received through philanthropy.
11. To ensure financial sustainability, the school makes certain that income earned from endowment is spent wisely and equitably. In doing so, the school ensures that endowments maintain their real value over the years so that future generations benefit as much or more from endowment as current and past generations.
12. The school adheres to accepted standards concerning the management and reporting of gift revenues and fund-raising expenditures, and seeks to promote the profession by sharing its data with relevant professional organizations, such as The Council for Advancement and Support of Education (CASE), Council for Aid to Education (CAE), and NAIS.

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HEADS

The primary responsibility of the head of an independent school is to carry out the school's stated mission. While there are profoundly different ways to accomplish this goal, NAIS offers the following principles as guideposts for all heads engaged in this rewarding, complex job.

1. The head works in partnership with the board of trustees to establish and refine the school's mission; articulates the mission to all constituencies — students, faculty and staff, parents, alumni/ae, and the community; and supports the mission in working with all constituencies.
2. The head oversees the shaping of the school's program and the quality of life in the school community.
3. The head establishes an effective manner of leadership and appropriately involves members of the administration and faculty in decision-making.
4. The head is responsible for attracting, retaining, developing, and evaluating qualified faculty and staff.
5. The head is accessible, within reason, and communicates effectively with all constituencies.
6. The head is responsible for financial management, maintenance of the physical plant, strategic planning, and fund raising.
7. The head ensures that every element of school life reflects the principles of equity, justice, and the dignity of each individual.
8. The head is alert to his or her role within the broader networks of schools, school leaders, and the community.
9. The head cooperates with heads of other independent schools to ensure that the principles of good practice of all school operations, especially those of admission, marketing, faculty recruitment, and fund raising, demonstrate integrity at all levels of the school.

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THE HIRING PROCESS

The quality of the hiring process sets the tone for a mutually satisfying relationship between the school and the candidate and communicates to the candidate the spirit and values of the institution. The values that infuse these guidelines can be applied to any hiring process, whether that process involves the use of placement agencies or is fully managed by the school. NAIS encourages schools to adopt these principles and to share them with candidates as appropriate.

The School's Obligations:

1. The school has a stated procedure governing its hiring process and a strategic recruiting plan that includes strategies for seeking candidates who will add to the racial, cultural, and gender diversity of the institution.
2. The school identifies means by which to advertise the position to various pools of potential candidates, including those not currently employed by independent schools and makes current staff aware of openings as they become public and available.
3. The school creates a complete job description for each available position. This description outlines the main responsibilities and expectations of the position, as well as any significant other activities that may be asked of the candidate.
4. The hiring and interview process includes the people who will be directly involved with the candidate in his or her new position.
5. The school and its representatives follow the laws that govern hiring practices and focus fairly and consistently with every applicant on the talent, skills, and abilities needed for the job, disclosing all information that is necessary for the candidate to make a well-informed decision.
6. When inviting a candidate to the school, the school explains who is to be responsible for expenses and what the visit will entail.
7. The school keeps all candidates informed about the hiring schedule and decision timeline.
8. In performing its due diligence, the school performs appropriate background and reference checks to validate a candidate's education and employment history, focusing on the ability of the individual to fulfill the professional duties of the position and to confirm the individual's suitability to work with children. The school does not finalize the hiring of a new employee without completing a reference call with the individual's most recent employer, after securing permission to contact that employer from the candidate.
9. The school ensures that it is aware of any employment-related, binding contractual obligations of the candidate; and the school carefully avoids inducing or assisting in a breach of those contractual obligations.
10. When making an offer to a candidate, the school provides all relevant information, including compensation, job expectations, and working conditions.
11. The school affords candidates a reasonable period of time to consider an offer.
12. When the selected candidate accepts the job, the school contacts the other candidates to notify them that the position has been filled.

The Candidate's Obligations:

1. The candidate discloses all information that is necessary for the school to make a well-informed decision.
2. The candidate accepts an invitation to visit at the school's expense only if he or she is seriously interested in a position.
3. The candidate responds to an offer within a reasonable period of time.
4. The candidate notifies the current employer as soon as reasonably possible of any plans to work for another employer.
5. The candidate does not accept more than one job at any time and seeks a release from any obligation with a current employer before signing a contract with a new employer.

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PARENTS WORKING WITH SCHOOLS/ SCHOOLS WORKING WITH PARENTS

Parents and independent schools work together to create and sustain effective partnerships. The following principles of good practice describe the respective roles and responsibilities of both partners.

Parents Working with Schools

1. Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. In selecting an independent school, parents seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.
3. Parents are familiar with and support the school's policies and procedures.
4. Parents provide a home environment that supports the development of positive learning attitudes and habits.
5. Parents involve themselves in the life of the school.
6. Parents seek and value the school's perspective on the student.
7. When concerns arise, parents seek information directly from the school, consulting with those best able to address the concerns.
8. Parents share with the school any religious, cultural, medical, or personal information that the school may need to serve the student best.

Schools Working with Parents

1. The school recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. The school clearly and fully presents its philosophy, program, and practices to parents during the admission process and encourages dialogue that clarifies parental expectations and aspirations for the student.
3. The school seeks and values the parents' perspective on the student.
4. Teachers and administrators are accessible to parents and model candid and open dialogue.
5. The school keeps parents well informed through systematic reports, conferences, publications, and informal conversations.
6. The school defines clearly how it involves parents when considering major decisions that affect the school community.
7. The school offers and supports a variety of parent education opportunities.
8. The school suggests effective ways for parents to support the educational process.
9. The school actively seeks the knowledge it needs to work effectively with a diverse parent body.

Revised and approved by the NAIS board in 2004

SCHOOL SEARCH COMMITTEES AND SEARCH CONSULTANTS

The following principles of good practice are designed to help search committees as they embark upon the task of selecting a school head. Each school must decide for itself whether or not it will retain a consultant to help with the search. If the school does decide to engage professional counsel, the same principles should be observed.

1. The board and search committee should devise a search process that is viewed as fair, orderly, and cost-effective by all parts of the school community.
2. The search committee should actively solicit the names of the best available candidates drawn from a broad candidate group without regard to age, race, religion, gender, or national origin unless the school has a religious mission that requires the head to have a particular religious affiliation.
3. The search committee should see pertinent materials related to any and all candidates, including applications that come from outside the consultant's regular network.
4. The search committee should recognize the sensitivity of visits by trustees to a candidate's present school. The consultant should work with the search committee and candidate to see that such visits are complete and thorough yet at no time jeopardize the relation of the candidate to his or her present school. School visits should be made only when the candidate and search committee are at a mutually serious stage.
5. The search committee should make every effort to present the school with a diverse group of candidates. All principles associated with providing equal opportunity should be observed in the process.
6. The consultant should make every effort to interview that person prior to any contracting for services.
7. The consultant should make known the names of other schools for which he or she actively is performing a search for persons to fill a similar position.
8. The consultant should limit searches during any given period to a number that will assure service of high quality to each client school.
9. The search consultant should make a reasonable effort to understand the school, its mission, its culture, and the nature of the position to be filled.
10. The school, not the individual candidate, should always be the client.
11. Both consultant and search committee should check candidates' references with great care. The consultant is responsible for presenting a candidate for consideration by the search committee and for emphasizing the committee's responsibility after that time.
12. The consultant should respect the confidentiality of each candidacy and impress upon both search committee and candidates the importance of discretion. Any candidate now a head who is seriously exploring other school headships should so inform his or her current board chair in confidence.
13. The consultant should keep the search committee fully informed about the progress of the assignment throughout the search and ensure that each candidate is informed fully and promptly about the status of his or her candidacy.
14. The consultant should refrain from inviting the head of a school placed in that position by the consultant's firm within the past five years to become a candidate for the client school.
15. No consultant or any member of the consultant's firm should be a candidate for a position in which the consultant is conducting a search.

Regarding Consultants

1. The search consultant should make every effort to present the school with a diverse group of candidates. All principles associated with providing equal opportunity should be observed in the process.
2. In outlining procedures to the search committee, the consultant should provide a full written description of services offered, including expenses and fees. In the case of a consulting firm, the search committee should be told which person in the firm will do the search and should interview

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TEACHERS AND SUPERVISORS OF TEACHERS

Entrusted with the education of children, the independent school teacher promotes the best interests of the child within the context of the school's philosophy. Those who supervise teachers are responsible for the quality of teaching and for promoting growth in those who teach. The following principles of good practice provide guidelines for teachers and for supervisors of teachers in their joint efforts to educate children.

Teacher

1. The teacher has a thorough knowledge appropriate for his teaching assignment and stays abreast of recent developments in the field.
2. The teacher uses a variety of teaching techniques suitable to the age and needs of the students and subject matter being taught.
3. The teacher establishes positive relationships with students, which, while recognizing the differing roles of adult and child, are characterized by mutual respect and good will.
4. The teacher collaborates with colleagues and the school's leadership in the design and implementation of curriculum within the context of the school's overall program and mission.
5. The teacher initiates growth and change in her own intellectual and professional development, seeking out conferences, courses, and other opportunities to learn.
6. The teacher is self-aware and self-monitoring in identifying and solving student, curricular, and school problems. At the same time, the teacher knows the mission and policies of the school and, when questions or concerns arise, raises them with appropriate colleagues and supervisors.
7. The teacher serves his school outside the classroom in a manner established by the individual school and consistent with the responsibilities of a professional educator. For example, teachers often serve as advisers, coaches, or activity sponsors.
8. The teacher participates in the establishment and maintenance of an atmosphere of collegial support and adherence to professional standards.
9. The teacher welcomes supervision in the context of clearly defined and well communicated criteria of evaluation.

10. The teacher models integrity, curiosity, responsibility, creativity, and respect for all persons as well as an appreciation for racial, cultural, and gender diversity.

Supervisor of Teachers

1. The supervisor has thorough knowledge appropriate to her supervisory assignment and stays abreast of recent developments in the field. The supervisor also exemplifies in her own work with faculty members the qualities that she hopes to develop in the faculty.
2. The supervisor develops and administers a comprehensive system of hiring, consistent with the policies of the school, which results in the appointment of the best-qualified candidate and a well-informed match between school and teacher. Throughout the hiring and supervisory processes, the supervisor values racial, cultural, and gender diversity.
3. The supervisor ensures that faculty members new to the school receive orientation and support sufficient for them to work effectively and with confidence that they are carrying out the educational mission, policies, and procedures of the school.
4. The supervisor ensures that teachers are informed of both praise and criticism of their work and that useful support and assistance are available to each teacher to improve the quality of teaching.
5. The supervisor makes available to all faculty members on an equitable basis whatever resources the school can provide for professional growth and development, both inside and outside the school.
6. The supervisor encourages and challenges teachers to initiate curricular improvement by providing the necessary time and resources and by creating

(Continued on following page)

TEACHERS AND SUPERVISORS OF TEACHERS *(Continued)*

structures to foster faculty collaboration on curriculum development.

7. The supervisor leads faculty members in upholding high standards of professional behavior and responds immediately when behavior occurs that is harmful to children or harmful to the school community.
8. The supervisor evaluates and works to improve teaching through classroom visits, discussions with teachers, and other methods that are fair and consistent with the practices of the individual school. Evaluation is based on clearly articulated criteria that teachers have helped define and occurs in a context of respect for the teacher's professional knowledge and decision-making capability. The supervisor also monitors her own work by inviting suggestions and critiques from teachers.
9. When a faculty member's future in the school is in question, the supervisor devotes sufficient attention and resources to ensure that the situation is resolved or that the faculty member's departure from the school is handled with attention to due process and the dignity of the individual.
10. The supervisor ensures that all personnel policies are clearly articulated to faculty members and makes every effort to promote the establishment of salaries and benefits commensurate with the professional responsibilities of teaching.

Revised and approved by the NAIS board in 1990

TECHNOLOGY USE

Technology provides increasingly powerful tools and offers a variety of educational opportunities that can improve teaching and learning. The principles below offer crucial guidelines for administrators, teachers, and technology staff in planning and managing the role of technology in independent schools.

Leadership

1. The school regularly evaluates its use of technology to support its mission, goals, and program.
2. School heads, curriculum leaders, and professional development leaders are actively involved in the development, implementation, and evaluation of technology integration goals.
3. School leadership articulates the rationale for educational use of technology and builds widespread consensus for its adoption.
4. School leadership incorporates technology considerations into strategic planning and creates a sustainable financial model for school technology commitments.
5. The staff member responsible for the technology program contributes leadership to the school's administrative team.
6. The school provides faculty, staff, and students with equitable access to technology.
7. The school recognizes that advancing technology integration often requires significant support for risk taking, time for faculty planning, and adjustment in the allocation of instructional time.

Teaching and Learning

1. Educators research, evaluate, and employ technology to support curricular goals and to meet the range of learning styles, abilities, and life experiences of their students.
2. Educators appreciate and recognize that technology can create learning opportunities for students that would not otherwise be possible, fundamentally transforming the nature of the relationship between teacher and learner.
3. Educators embrace technologies that promote project-based, student-centered learning, the acquisition of problem-solving skills, and the development of media and information literacy.
4. The school educates students, teachers, and parents about the safe, healthy, ethical, legal, and appropriate use of technology resources.

Professional Development

1. The school recognizes that the single most important factor in technology integration is the teacher.
2. Educators seek out opportunities to learn technology and implement research-based best practices for technology use within their discipline.
3. The school includes technology integration as an essential component of its professional development, provides the necessary time and resources for it, and ensures that educators acquire and demonstrate essential technology skills and proficiencies.

Infrastructure and Administrative Operations

1. The school uses technology to improve the efficiency and effectiveness of administrative operations.
2. The school has adequate technology staffing and infrastructure appropriate for its size and operations.
3. The school maintains and protects its data, network, and hardware.
4. The school provides timely support for computers and the people who use them.

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