AISNE School Accreditation

Vermont Education Quality Standards

DEIJ in the Accreditation Standards

DEIJ indicators are embedded throughout all of AISNE's accreditation standards (not just curriculum). This illustrates our belief that these principles should be embedded across all areas of the schoolhouse and are everyone's responsibility in the design and implementation of school programs, policies, and practices.

While the Standards do not include the specificity of the VT EQS, AISNE's Standards & Indicators embrace the principles of:
- diversity, equity, inclusion, belonging, and justice
- anti-bias, anti-racist practices
- culturally responsive pedagogy and instruction

Leadership
Std. 1: Mission and Philosophy
Std. 2: Governance
Std. 3: Administration

Student Experience and Program
Std. 4: Curriculum, Pedagogy, and Student Life
Std. 5: Student Well-Being
Std. 6: Program Resources
Std. 7: Residential, Homestay, and Exchange Programs

Institutional Advancement & Operations
Std. 8: Enrollment Management and Outreach
Std. 9: Community Engagement and Partnerships
Std. 10: Development
Std. 11: Staffing and Human Resources
Std. 12: Finance
Std. 13: Facilities and Grounds
Std. 14: Safety and Risk Management

AISNE
ASSOCIATION OF INDEPENDENT
SCHOOLS IN NEW ENGLAND

Mission and Philosophy:

Indicator 5: The school attends to the quality of life of all members of the community and takes actions to create an equitable, inclusive, safe, and just environment.

- How does the school assess, monitor, and address inclusion and belonging for each and every community member?
- How are diversity, equity, and inclusion evident in the composition of key constituencies and in leadership roles therein?
- Provide examples of ways in which the school promotes an equitable, inclusive, safe, and just community. Examples could include pertinent initiatives related to staffing, professional development, curricular elements, and support of faculty, students, and families with regard to racial, ethnic, socioeconomic, gender and sexuality, political, and intellectual / academic diversity.

Student Well-Being:

Indicator 2: The program content, teaching methods, and assessment practices accommodate student developmental levels, learning styles, and abilities.

- How does the school ensure it has sufficient resources to address the abilities, learning styles, developmental needs, and cultural backgrounds of the students enrolled?

Indicator 3: The school recognizes differences within the student body such as gender, learning style or ability, race, age, ethnicity, family background, family structure, socio-economic status, sexual orientation, and religious practice and has appropriate systems to assess, plan for, and respond to how aspects of student identity impact well-being.

- How does the school assess how identity impacts student well-being?
- Describe how the school prepares staff to understand how aspects of student identity impact well-being, and to support students appropriately.
- Describe how the school affirms student identities.

Governance:

Indicator 5: The governing board establishes policies that reflect diversity, equity, and inclusion and ensures that these qualities are reflected in decision-making and governing body membership.

- What is the school's non-discrimination statement, and where is it published?
- How does the school proactively live and promote the tenets of its non-discrimination statement, particularly as it relates to admission, employment, and school administered programs?

Curriculum, Pedagogy, and Student Life:

Indicator 3: The school's teaching practices, curriculum, and broader educational program reflect a commitment to diversity, equity, and inclusion.

- Provide examples of ways in which the school provides opportunities for students to become knowledgeable about and/or engaged in issues of equity and justice in society at large.
- Does the school have an articulated curriculum that addresses diversity, equity, and inclusion? If not, how does the school address topics of diversity, equity, and inclusion?
- How are diversity, equity, and inclusion considered and reflected in curriculum, allocation of school resources, educational materials, library collections, and use of facilities?
- How are the school's curriculum, teaching practices, and educational resources evaluated through an anti-bias, anti-racist lens?

Implementation of Alignment with the EQS

Balancing school independence and accountability for ensuring safe, welcome, equitable, and just school environments for all.

- AISNE's DEIJ-related Standards & Indicators were written with input from a robust network of school Diversity Practitioners

- Schools conduct self-evaluation through the Self-Study, measure their progress, and set goals for continuous improvement in all areas with a DEI lens

- Peer review visiting teams include a DEI Practitioner who evaluates school culture and climate, in addition to the educational program

- For VT-accredited schools:
Written attestation by the Head of the School about alignment with the EQS and review / validation by the Visiting Team

Resources

- [AISNE DEI-related Standards & Indicators](#)

- [Full AISNE Standards & Indicators - Self-Study Template](#)

- [Evaluating Diversity, Equity, and Inclusion on Campus](#)
  (from AISNE School Accreditation Handbook)