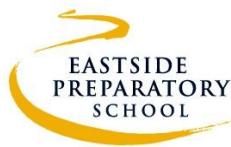


# NWAIS Re-Accreditation 2017-18

## Executive Summary



**Eastside Preparatory School**  
Kirkland, Washington

## Executive Summary

### Self-Study Process

The self study process was designed to include a variety of voices from different domains of the school. During the school's opening meetings, and each of its Program Development Days in 2017-18, the faculty and staff were included in the construction of each self-study section: brainstorming evidence and examples, gathering data, drafting, and editing.

Throughout the process Accreditation resources were available to all faculty and staff in the EPS Accreditation OneNote Notebook.

Faculty, staff, students, and the parent community were engaged formally on following topics.

Date	Group	Topic
August 2016	Faculty	Initial Re-Accreditation
February 2017	Employees, current/alum parents	Accreditation Community Survey
August 2017	Faculty/Staff	The Self-Study Process
Sept-Oct 2017	Faculty/Staff	Listening Groups: Self-Study Sections
October 2017	Faculty/Staff	Interest Survey: Self-Study Section Work Groups
October 30, 2017	Faculty/Staff	Session 1: Self-Study Section Groups
January 15, 2018	Faculty/Staff	Session 2: Self-Study Section Groups
January 22, 2018	Faculty/Staff	Session 3: Self-Study Section Groups
Feb 16, 2018	Faculty/Staff	Session 3: Self-Study Section Groups
March 2018	Current students	Accreditation Community Survey
April 17, 2018	Parent Association	General Meeting: Head of School, Academic Dean
May 4, 2018	Senior Leadership Team	Session 1: Self-Study Section Review
May 11, 2018	Senior Leadership Team	Session 2: Self-Study Section Review
May 18, 2018	Faculty	Feedback: School Program Section
December 2017	Board of Trustees	Review Session: Mission, Accred Community Survey
April 2017	Board of Trustees	Review Session: Self-Study
April 2017	Board of Trustees	Report: Self-Study Coordinator
June 2018	Alumni	Accreditation Community Survey

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### School Mission and Culture

The essential cultural elements for EPS are a high-trust environment, a collaborative spirit, openness to new ideas, and the willingness to innovate around them. Its statement of mission:

Think critically,  
Act responsibly,  
Lead compassionately,  
Innovate wisely,

guides the school toward its vision: To inspire students to create a better world.

When EPS went from an enrollment of 17 in its first year to an enrollment of 45 in its second, the returning families were very concerned that such growth would undermine the culture. Every year EPS has grown. Every year the concern has been that the culture would suffer as a consequence. The school has definitely evolved over the past dozen years, and the culture has matured. It is, however, the same culture that the school worked to instill from its inception. Since completing the previous (and first in the school's history) self-study, the school has more than doubled in size and added 120,000 square feet of space for instruction, informal gatherings, and parking. The cultural impact of those additions is unmistakable; the school is now able to provide resources for a population of 500 students, the optimum size for a Middle School of 200 and an Upper School of 300. Those community sizes are small – but not too small. It is now possible to field teams, offer electives, and provide students space for study and socializing. The addition of the gym in 2015-16 has had a major impact on the development of school spirit and EPS pride.

The mission is alive in daily experience. It serves as the school's "constitution." It is clear and concise. The mission works as an assessment tool for strategic decision making. The mission is the school's brand. The challenge for a strong culture, supported by a strong mission, is maintaining both. The mission is very well known by all members of the community. EPS Community Survey: Employees, Current/Alumni Parents, Trustees (February 2017). The mission is compelling and provides the necessary guidance the school requires as it grows and evolves. The primary opportunity for growth regarding the mission is to perpetuate it. The mission and culture are inextricably linked and serve as the perpetually guiding ethos of EPS. On the way to an enrollment of 500-520, EPS will, effective fall 2018, have the resources and physical plant necessary to move ahead – full speed – to implement some of the academic and social initiatives being designed between 2015 and 2018. For example, the fine and performing arts program will be completely supported with appropriate spaces and equipment to enable the program to find its way toward excellence.

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### Commitment to Care: Diversity, Equity, and Inclusion

“Our goal is to make EASTSIDE PREPARATORY SCHOOL a community that welcomes all people regardless of age, color, creed, race, religious affiliation or lack thereof, disability, marital status, veteran status, socioeconomic status, citizenship, national or ethnic origin, gender, gender identity, sexual orientation, or sexual identity. Our curriculum, communications, admissions, hiring and staffing plans are proactively developed and implemented to further understanding of, interest in, and acceptance of people regardless of physical features or existential facts. Building such a community is a constantly evolving activity that requires flexibility, trust, and commitment to the idea that all people share a common humanity.” -From the Eastside Prep Statement: *Community Inclusion and Diversity*

Eastside Preparatory School was founded to serve a wide variety of learners and to maintain that diversity of learners regardless of the applicant pool. Rather than rank order students based on test scores, and admit the top 10 percent, EPS deliberately builds classes of students. For instance, a deliberate decision is made to decline high testing applicants (i.e. 99/99/99/99 on the SSAT) that aren't as capable on the social-emotional front, in favor of students more likely to contribute to the community culture - even when they may require additional learning support to complete the program successfully. From the beginning, the school has intentionally brought together a broad array of learners (such as students with language-based learning differences, Autism Spectrum Disorder, ADHD) in order to provide a vast array of perspectives on any given topic or problem to solve.

The school defines diversity broadly, going beyond the Community Inclusion and Diversity statement above to thinking about the different ways people think about and view the world. Over time, the school has worked to become ever more inclusive. For instance, language was added to our Statement of Inclusion and Diversity to include gender identity.

The school's approach to diversity is not just college preparatory; it is life preparatory, for tomorrow's citizens not only need to engage with people from all walks of life and from all backgrounds, they, and ultimately, society, benefit from the capacity to do so. This ties directly back to the school's vision, “to inspire students to create a better world.”

Throughout all aspects of the school there is a commitment to equity, inclusion and diversity. Whether it is curriculum development, learning support, financial aid, or faculty and student work groups, EPS' commitment to an inclusive community is evident throughout the institution. The program is described as a “Thinking Curriculum”, which requires students to not only master content, but to explore ideas from a multitude of perspectives. In order to achieve this, teachers provide a wide array of sources from diverse set of viewpoints.

The entire Learning Support Program, including Guided Study Hall, is designed to help students with a wide variety of learning differences access and be successful in the program. This represents a key area of diversity, equity and inclusion for the school, and the program was built from the ground-up over the past eight years. The Learning Support program is woven into the fabric of the overall school, and serves to not only support students, but to help teachers learn about best practices for all learners, whether they have formal accommodations or not.

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As part of the school's Commitment to Care, every student deserves to be appreciated and supported as a unique individual. By creating and nurturing an environment of this nature, students, faculty and staff are able to be comfortable being themselves. Diversity, equity, and inclusion are necessary focal points for any school in order to ensure that all members of the community feel respected and included. This is a critical component of a school's culture, for it is only when students feel like full members of a community that they are able to bring the whole of themselves to bear on their studies, activities, relationships, and life at the school. If students do not feel safe to share their full identities, then they are expending energy that should otherwise be directed at getting the most out to their experience.

It is important to highlight how the school talks about its approach to DEI work. EPS works to find a balance of an organic, student-driven approach with that of a proactive, school-driven program. The most powerful voices in this work are the students themselves, and the school has endeavored to create a culture in which students are able to advocate for their needs. This is how the student groups came to be. At the same time, the school also has a responsibility to not just wait on the students to take action, and this is exemplified through financial aid goals, the development of the Learning Support Program, and the creation of an Equity and Inclusion Coordinator position. While this is a complicated balancing act of student and school leadership, it is this dynamic that allows for the organic development of the school's DEI work.

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### School Program

**Mission |** The school program is tightly tied to and informed by the school's mission. Everything done at EPS starts with the mission statement, which is posted in every classroom on campus making it an easy reference point for both faculty and students.

**Free and Open Inquiry, Diverse Perspectives |** Within the context of the school program, students, faculty, and staff have opportunities to:

- Explore the viewpoints of others within the context of each academic discipline, course offering, and co-curricular experience
- Develop their perspectives connected to the broader world both inside and outside of the school
- Choose, construct, and reflect on their learning experiences
- Express and evolve their personal perspectives
- Interact with the perspectives of their peers

**Student Learning |** The most prevalent conversation at EPS is about how students learn best. The leadership's and the faculty's perspectives on meaningful learning start with the well-being of each student and extend to what students are learning in classes and how that is connected to the world beyond the walls of the school.

**Data Use |** Individual teachers, advisors, academic discipline groups, and the school's leadership use both quantitative and qualitative data in the moment, and in the longer term, to improve student experience and the overall school program. Eastside Prep graduated its first class in 2009. At the start of the 2018-19 school year, EPS will have 277 alumni. The goal at EPS has always been to prepare each student for college and life beyond. The task of tracking alumni and their experiences and feedback is in its nascent stage.

**Effective Instruction |** From its start, EPS has taken its mission statement to heart. Faculty think critically and innovate wisely in both curriculum design and classroom management. The prevailing wisdom is that things can always be improved through refinement. In some cases, those are simple modifications, and in others, they are broader changes. A faculty culture of reflection and innovation is strongly supported; willingness to develop, whether in one's first or twentieth year of teaching, is a key metric in hiring and ongoing evaluation.

**Academic Discipline Review |** Borrowing the design process developed for both the Stanford School and Ideo by David Kelley, EPS focuses on student-centered design to continually reimagine each academic discipline. Over the past five years, each academic discipline at EPS has worked through a three-year Discipline Design Process.

**Excellence in Teaching |** From its inception, EPS has been overt in stating the school is designed to reach learners of multiple talents, interests, and learning styles. Students are expected to be curious, motivated, and engaged. It is each teacher's responsibility to meet each student "where they are" and shape teaching styles to fit the school's broad array of learners. EPS pursues curious, motivated, and engaged students and highly qualified teachers who are flexible of mind and practice.

**Student Well-Being |** Student well-being is supported in the context of a cycle of feedback that has the

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student at the center. Different domains used to assess student well-being are:

- Health of student relationships with other students, teachers, and the advisor (both inside and outside of classes)
- Alignment of student, parent, and school narratives about each student and their progress
- Academic performance (both grades and classroom engagement)
- Assessment by and work with the School Counselor (when needed)
- Overall disciplinary history and process
- Use of a student learning plan (when one is needed)

**Experiential Education |** EPS has an experiential learning program. The purpose of Education Beyond the Classroom is to give students unique learning opportunities that are not available during the regular school schedule. EBC experiences are designed to expose students to new places, people, and ideas by taking full advantage of place-based learning, accessing experiences and interacting with people who are only available in a specific location.

**Initiatives |** As detailed in the strategic plan, a number of initiatives will be investigated and/or engaged over the next five years at EPS. Some of these initiatives were delayed when construction of TALI Hall became a possibility.

### Professional Development

- Professional Development Project
- Faculty Residency and Sabbatical Program
- TEDx Replacement

### Curricular Development

- Humanities Re-Design (Grades 9 & 10)
- Pre-Collegiate Band (Grades 11 & 12)

### Community and Culture

- Associate Head of School for College Counseling and Alumni Relations
- Equity and Inclusion Coordinator Position and Strategic Plan

### Co-Curricular: Identifying Need, Liability, Efficacy

- Athletics and Activities Offerings
- Global Citizenship Program: Studies Travel Program
- EPSummer Program
- Online Program

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### Governance

The Board of Trustees has ultimate responsibility for the mission and culture of the school, within which the Commitment to Care is embedded. The mission states explicitly that critical thinking, responsible action, compassionate leadership, and wise innovation are chief values for EPS. The culture reflects those values and conditions every decision – organizationally as well as programmatically.

The Board approves an annual operating budget that is, at its root, the “strategic plan” for the academic year. It reflects the values of the school, endorses the priorities set by the Board, and does so within the context of the school’s mission and vision. The vision - to inspire students to create a better world - occurs as a result of reviewing all components of the program, including the core curriculum, co-curriculum, hiring, admissions, and organizational structure.

Each of the school’s mission points, considered through the lens of the Commitment to Care, inform the Head of School, and in turn the Board, as they oversee the school’s culture and development:

- a) **Think Critically** | EPS has a commitment to free and open inquiry for all members of the school community. All voices must be heard. Positions must be examined. Conversation is the prelude to knowledge.
- b) **Act Responsibly** | EPS has a commitment to helping faculty and students to recognize and understand the diverse perspectives of those both inside and outside of the school community. Students are also asked to be contributing citizens to the community by respecting people and property.
- c) **Lead Compassionately** | EPS has a commitment to encouraging a compassionate stance toward people and their diverse perspectives, and how such a stance can contribute to creating a better school community and a better world. In lieu of specific rules governing everyday experience, the commitment to responsible action sets the tone and expectation. When someone misses the mark on this expectation, there is a follow-up conversation. If the problem persists, more possible consequences are considered.
- d) **Innovate Wisely** | EPS has a commitment to investigating and enacting innovative practices, (whether small or large) that have the potential to improve both the EPS culture and the world beyond EPS. Wise innovation manifests itself, partially, through independent study, seminars, and other co-curricular opportunities provided for EPS students.

It is the responsibility of the Head of School to provide the context needed for trustees to consider policy, programs, and financial decisions, confident that any recommendation is intended to advance the mission.



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### Administration

The management philosophy at EPS calls for transparency, direct communication, and collaborative decision-making. The expectation is that all direct reports to the Head of School are fully aware of activities, challenges, opportunities, and daily operations of the whole school. Of course, each Senior Leadership Team (SLT) member's first priority is the area for which s/he has direct responsibility. It is the responsibility of each SLT member to be sure that others are aware of anything that may have unexpected consequences. It is the collective commitment of SLT members that each is available as a trusted, supportive colleague with regard to all members of the team. This expectation of mutual regard is a standard to which every EPS employee is held.

The SLT meets weekly with an agenda composed by all members. It serves both generative and responsive purposes. Major initiatives may originate anywhere among SLT members. Each member is responsible for employees who report directly to them, a program, or both. Each SLT member manages a budget and contributes to the design of the annual operating budget. New initiatives and proposals can be generated anywhere in the organization. The primary responsibility of the administration is to support the faculty, enabling them to work with as much creativity and autonomy as possible.

One major strength of the school is its flexibility. The SLT maintains regular communication, ensuring that all areas of the school program and operations are coordinated. Because the SLT is an evolving group, with seasoned as well as new members, the school is able to maintain some objectivity – drawing on the perspectives of people new to EPS. At the same time, veteran EPS members bring a depth of knowledge and institutional memory to every conversation leading to a decision. SLT does not work in isolation. Its purpose – beyond the obvious business of running the school – is to create culture through camaraderie among all employees, and through transparency in decision-making. The partnership between the Board and the Head of School is extremely strong, thus producing a great deal of transparency. Taking optimal advantage of trustees, perhaps the most valuable “external” consultants, also leads to both overall administrative effectiveness and flexibility.

Managing staff and maintaining a well-informed and suitably skilled team require attention to professional development for administrative staff just as it does for faculty. There is no shortage of support, but schools are busy places, so it takes special effort to create opportunities for professional development. The school would benefit from suggestions on how best to provide professional development opportunities so that administrative support staff can continue to maintain and enhance skills as new technologies emerge.

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### Finance

**Oversight** | EPS has an annual audit performed by a reputable accounting firm. The engagement letter for the audit is signed by the Treasurer of the Board of Trustees, who leads the Asset Management Committee. The CFO presents a financial dashboard and summarized financial statements at each Asset Management Committee meeting, which occurs every four to six weeks. The same information is presented to the full Board of Trustees at least quarterly.

**Budget Preparation** | Faculty from each academic discipline group provide regular feedback and ideas on department budgets to the Division Heads. Administrative staff provide regular feedback and ideas to budget managers (Senior Leadership Team members). SLT members meet with the CFO during the preparation of both the preliminary and final budgets. The Head of School and Chief Financial Officer propose the preliminary budget to the Asset Management Committee. The Asset Management Committee discusses the preliminary budget in the meeting(s) leading up to a final budget. The Board approves a preliminary budget for the following school year in the fall of the prior school year. The Board approves a final budget for the school year near the start of the school year, after enrollment, staffing, and salaries have been established.

The operating budget reflects the school's mission by focusing its operating expenditures on the instructional programs. Approximately 80 percent of the operating expenditures in the 2016-17 school year were spent on the instructional program. Three primary funding categories are included in operating expenses: 1) Employee compensation; 2) Programming; 3) Campus and facilities.

**Reserve Funding** | EPS has established reserves to assist in the long-range financial stability of the school. The school's philosophy is to fund all reserves in cash. The school has established reserves for its physical plant and technology. At times it will also establish reserves to cash-fund known future liabilities. The Board of Trustees has established a Board-Designated Fund. It represents funds that are not needed in current operations and is set aside for future uses that are not yet defined.

**Data Analysis** | EPS analyzes its historical financial results to understand trends and ratios. These results are also compared against industry results nationally, regionally, and in relation to specific local peers. The information is obtained from NAIS, NWAIS, NBOA, and other industry-specific organizations.

**Risk Management** | The Head of School and CFO meet annually with insurance brokers to evaluate coverage. The broker presents proposed coverage based on historical coverage, changes (growth) in the school, and industry trends. The CFO presents the school's insurance coverage annually to the Assets Management Committee and Board of Trustees. EPS reviews industry practices and hires outside consultants, when necessary, to help evaluate risk and update the school's risk management practices.

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### Institutional Advancement

Eastside Prep's Institutional Advancement program has three goals:

1. Strengthen and deepen relationships between the school and its constituents to foster confidence in and partnership with the school
2. Maintain and sustain families' engagement with the school
3. Ensure the financial stability of the school through fundraising efforts

These goals are achieved with work in three major domains: fundraising, marketing and communication, and community building.

**Fundraising** | At Eastside Prep, the Institutional Advancement office (IA) works closely with the Head of School and Institutional Advancement Committee of the Board of Trustees to plan and implement the school's fundraising efforts in the short and long terms. With relationship and community as a foundation, the school is able to take a straightforward and transparent fundraising approach. Trust and respect are integral parts of the EPS culture. The school invites the parent community to be honest and straightforward, and believes in reciprocating those traits in its fundraising efforts. EPS parents are motivated to support the school because of their confidence in leadership, support of programs, and appreciation for faculty. Eastside Prep's high-trust, transparent fundraising efforts have been successful for each year of the school's history.

**Marketing and Communications** | In partnership with the Admissions team, the Institutional Advancement team oversees the internal and external marketing efforts of the school. Generally, Admissions takes the lead on external marketing while Institutional Advancement takes the lead on internal marketing, though there are joint efforts as well. All are created with the intention of reinforcing community culture, raising awareness of different EPS programs and opportunities, and keeping parents and alumni connected to the school.

**Community Building** | EPS creates and builds community from year to year, largely through events and collaborative work with parents. This work serves multiple audiences, from new parents to alumni. Institutional Advancement facilitates the work of the Parent Association, the new parent ambassador program, a parent education series, and events for faculty and alumni. The Institutional Advancement program promotes and maintains the strong, vital culture for Eastside Prep's adult community members. The culture among adults at Eastside Prep is as important, and to be guarded as fiercely, as the student culture.

The Institutional Advancement program supports the mission and program of EPS by working to create, build, and sustain relationships and communicate the message of who EPS is as a community. A core tenet at Eastside Prep is that education is a partnership with the parents in the school community. It is reflective of the school's mission that EPS parents, alumni, and extended community members feel known by the members of the school faculty and administration, and feel they have multiple connection points on which to build deeper relationships.

There are many strengths in the EPS advancement program, including broad support by the parent community, transparency in the school's fundraising programs, an active and engaged IA team, and a communication strategy that allows our parent community to feel aware and involved.

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### Enrollment Management

The goal of the enrollment management program at Eastside Prep is to recruit and retain a kind, high-achieving, academically curious, and diverse student population. That goal is accomplished through work in six domains: recruitment, marketing and message, application management, data collection and analysis, retention, and financial aid.

**Recruitment |** While the best interest-generating tool continues to be word of mouth, EPS implements a recruitment plan that includes targeted outreach to feeder schools, educational consultants, and community partners, advertising through both print and online media, and events such as school fairs, open houses, and weekday campus tours.

**Marketing and Message |** On an annual basis, we review the marketing and advertising plan from the past year and decide what changes should be made for the coming season. Our principle marketing tools include our prospective families website and our recruitment packet, as well as internal marketing to current families and employees. Messaging is collaboratively reviewed with academic and institutional advancement leaders.

**Application Management |** The admissions process is communicated clearly, with a focus on families' accessibility to information as well as to people. We utilize the inResonance database Portal to manage student application data, as well as School Forms Online to handle contracts and enrollment forms digitally. Ravenna Solutions provides a streamlined online application process, housing the common forms that are now used by the majority of independent schools in the Seattle area. As a relatively small admissions office, the increase in efficiency gained by using better technology has had a direct impact on our ability to maintain an application process that feels personalized, even as applications have increased 450% since 2011.

**Data collection and analysis |** The admissions team collects data and analyzes trends each year, including our admissions funnel (inquiry, applications, acceptances, and enrollments) by grade, gender, feeder school, zip code, ethnicity, and learning support. We also review event attendance, interest, and offerings. We compare our performance with other competitor schools. Our primary goal is to identify necessary areas of growth and changes that could be made to better achieve enrollment goals. The most basic view of the admissions funnel data for the last seven years shows that each year application numbers have risen, the school has become more selective, and the enrollment yield has improved. EPS has also become more ethnically diverse each year the school has existed, with students of color totaling 45% of our population in 2017-18. Based on our data trends and demand, we plan to grow to an enrollment of approximately 500 students in 2020-21.

**Retention |** Eastside Prep retained 97 percent of its student body in 2017-18. Retention has risen steadily in the school's history, and plateaued in the mid- to high nineties in the last few years. The quality of the experience and relationships with people are the primary drivers for success in retention. We focus on specific efforts to aid in retention, including new family onboarding (e.g., new parent welcome events, parent ambassador program, parent lecture series), as well as targeted Upper School retention efforts in the eighth-to-ninth grade transition.

**Financial Aid |** The philosophy behind Eastside Prep's financial assistance program is to help provide increased access by granting aid to families seeking an independent school education. We aid families comprehensively by fully funding a student's demonstrated financial need, including tuition, lunch, transportation, EBC trips, books, Learning Support Services (if applicable), and EPS laptop (first and fifth year). The percentage of students receiving financial aid decreased from 14 to nine percent in 2017-18, as we have

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fewer aid applicants than in years past, and some families to whom aid was offered did not choose to enroll. We continue to explore potential outreach strategies to middle-income families who may not consider independent school education because of the cost.

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### Human Resources

**Hiring |** School culture is a matter of great import at EPS. Since its inception, EPS has deliberately shaped a culture that is high trust, accepting, and supportive. Every hiring decision is made with the mission in mind. Candidates provide three background checks. Faculty candidates are asked to teach a class that they prepare in conjunction with the EPS faculty member in whose class the demonstration class will be taught. Administrative staff candidates are required to take a skills test to assess proficiency. EPS performs two levels of criminal background checks: 1) Washington State Patrol (WSP) drivers record and 2) Office of Superintendent of Public Instruction (OSPI) fingerprint.

**Onboarding |** New faculty and staff members begin the academic year one day prior to the start date for returning employees to learn about the school's culture and the different systems that the school uses. New EPS employees meet with Business Office staff to complete HR paperwork and to understand benefits. The technology team introduces new employees to the learning management system, the internal administrative management software, and to the suite of programs all students and faculty use for time management, teaching, and communication. Each new employee is provided a mentor for the first year of employment. Mentors are chosen based on seniority, familiarity with the new employee's role, effectiveness as a personal communicator, and a desire to serve as a source of support. New employees, particularly faculty, are also informally partnered with others who teach similar courses or perform similar jobs.

**Compensation |** The school's goal is to pay its employees in the upper quarter of the NWAIS compensation statistics and based on the compensation range defined by the local market. Market compensation rates are obtained from education-specific data for faculty (NAIS, NWAIS) and staffing agencies, compensation specialists, and vendor partners for staff positions. The school provides benefits that are competitive with the local market, not just independent schools.

**Assessment and Professional Development |** EPS has implemented a variety of formal and informal assessment processes and practices. Currently, the school has launched a pilot for the new assessment system for faculty called the Professional Development Project (PDP). The Professional Development Project is a process designed to motivate teachers to improve their practice, to enhance their professional performance outside the classroom as well as inside, and to call attention to those faculty members who wish to push themselves to a higher standard than would be expected of all faculty and staff.

EPS has developed an evaluation process for non-teaching staff, referred to as a reflection. Staff are evaluated with the same criteria related to culture and values; professional abilities are obviously important, but not exclusively.

Professional Development Days are scheduled between eight and twelve times annually. Classes are suspended, and faculty (staff have parallel programs) pursue a variety of topics.

**Communication |** HR information is communicated in an employee handbook, employment agreements, faculty/staff meetings, a weekly newsletter, and communication from vendor partners.

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### School Campus and Facilities

Eastside Prep has made significant progress towards completing and owning the campus. Since the last accreditation, the school has completed the following large scale construction projects:

- Joined two original buildings and raised the roof to create a cafeteria and theatre space
  - Converted that space into a full cafeteria, student center space in anticipation of TALI hall
- Built a 30,000-square-foot Athletics-, Science- and Technology-focused building in place of two existing structures
- Recently finished a 60,000-square-foot Arts, general classroom and administrative building in place of four existing structures with an additional 50,000 square feet of parking

Additionally the school has obtained a 10-year loan with favorable rates that will result in full ownership of the campus within 10 years.

The additions to campus have been designed in order to promote a high-trust, “college-like” environment. Buildings include casual gathering spaces, small meeting rooms and presentation spaces in order to promote diversity in the ways students and teachers work together. Specialty spaces have also amplified instruction in science, art, technology, and physical education.

With an expanding campus comes increasing cost of ownership. While the new buildings will require very little maintenance early on, they will get increasingly expensive as equipment reaches end-of-life. The school has projected out building and technology replacement costs, and is adequately funding them for the future.

As an urban school in tight quarters, the school takes an active approach to building relationships within the Linbrook office park, the city of Kirkland and the greater Seattle area. The school has two seats on the Linbrook board of directors, mitigates traffic problems, and maintains relationships with third parties such as the Kirkland Public Library, Boys and Girls Club, area athletic facilities, and service organizations.

Eastside Prep also addresses environmental sustainability through its buildings and its curriculum. The school has invested in HVAC management systems, LED lighting, daylight and occupancy sensors, low-flow fixtures, and high-efficiency materials in the building. Additionally, the school has installed infiltration systems for stormwater management and developed incentives for faculty and staff to carpool or use public transit. The school also separates waste products into recycling and compost, and includes instructional time for students on those practices. Additionally, the school runs many courses that focus on environmental topics.

Eastside Prep has also undertaken significant efforts towards community safety, from enhanced training for faculty and staff in preparation for a variety of threats, to campus-wide PA system installation and staff hired to monitor the campus. The Senior Leadership Team engages in tabletop simulations and other safety-focused exercises periodically with an outside safety consultant. Students are also counseled on internet safety throughout the year through a variety of mechanisms.

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Looking toward the future, the school is focused on growing into the new facilities for a couple of years before entertaining other major building projects. Projected needs are replacing the Middle School and creating more playfield space to accommodate the physical education and athletics programs.



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### Health and Safety

It is Eastside Preparatory School's responsibility to promote the physical, mental, and emotional health, safety, and wellness of its students. Care is taken to ensure that the school environment and facilities are safe for students and that hazards, risks, and threats are addressed. When students participate in off-site, school-sponsored activities, the school is responsible for ensuring that students are safe. The school achieves these goals through: 1) student training; 2) faculty and staff training; 3) development, implementation, and regular review of emergency policies and procedures; and 4) maintenance of facilities and vehicles.

The Board of Trustees Travel and Safety Committee reviews all policies and procedures related to health and safety both on and off campus. The Senior Leadership Team regularly evaluates safety policies and reviews recommendations from NAIS and NWAIS, the school's insurer, and other industry experts. Consultants are used to guide, inform, and evaluate health, safety, and emergency policies, to audit on-campus safety risks, and to review the emergency response plan.

Health and safety policies are recorded in the student and family handbooks. Students, faculty, and staff participate in emergency trainings throughout the year in which they are taught response procedures for fire, earthquake, lockdown, and violent intruder. Students, faculty, and staff participate in monthly emergency drills to practice these procedures.

The school's commitment to student health and safety is evidenced in its willingness to constantly reassess policies and procedures, and make necessary changes that reflect current best practices and expert opinions. This flexibility and agility are clearly the school's top strengths with regard to health and safety. Faculty, staff, and school leadership work in concert to ensure a safe and healthy environment for students. Specialized training is an example of the concerted effort the school has made to ensure EPS is a safe and healthy environment for all students. The school's culture helps to ensure that students cannot "fall through the cracks." Students are known and faculty take a real interest in students, which allows the school to address safety concerns before they develop. The high-trust environment means that students trust teachers to guide them in responding to emergency situations, and faculty trust students to respond to directions during drills and emergency situations. The Board Travel and Safety Committee provides effective oversight of health and safety policies and protocols.

The school should build on its foundation of reviewing policies and procedures regarding student safety, health, and well-being, and debriefing specific incidents, accidents, and security concerns by formalizing the review of "near misses" and conducting such reviews with greater consistency. Currently EPS has suitable emergency supplies for three days; there is, however, discussion about increasing that supply to address the threat of a lengthier shelter-in-place situation. While monthly training and drills are conducted for faculty and students, the frequency of these trainings could increase to ensure greater automaticity.