THE COUNCIL OF INTERNATIONAL SCHOOLS (CIS)

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES (NEASC)

School Improvement through Accreditation

'Journey to Excellence in International Education'

The Main Guide to School Evaluation and Accreditation

8th Edition

*To be used in conjunction with the corresponding
Report Templates Booklet*

This 8th Edition of the Main Guide to School Evaluation and Accreditation (published August 2010) is co-authored and co-copyrighted by CIS and NEASC. It can be used in schools undergoing evaluation by CIS alone, by NEASC alone, by CIS and NEASC in partnership, or by CIS or NEASC in collaboration with another approved agency.

Use of Data
CIS and NEASC insist that any data collected during the accreditation process should be used ethically and within the laws of the country/countries concerned.

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FOREWORD

Just as school improvement is a constant process of self-assessment and change, so, too is the development of the protocols designed and written for the accreditation process. The Council of International Schools is proud and excited to introduce and present the Eighth Edition of the Guide to School Evaluation and Accreditation, entitled *Journey to Excellence in International Education*. Our view is that each edition has strengthened the previous edition and taken into account new best practices in education.

This latest edition of the Guide, which is designed for introduction into schools on a progressive basis from September 2010 onwards, contains many excellent features which have evolved since 2003, the date of publication of the 7th Edition. These changes and improvements include:

- A reduction of bulk and repetition, and more emphasis on reflection.
- Fewer Standards and Indicators, but a greater focus on *impact* within schools.
- A much greater emphasis on improving student learning, while maintaining an on-going concern for student well-being.
- More focused statements on internationalism and inter-culturalism.
- The concentration of all "operational" features of school life into one section, namely Section G.
- A number of other new features covering a range of areas, for example:
    - The requirement to check on the background/character of potential school employees.
    - The need for the school to model good environmental practices.
    - The requirement to create better learning through links with resources in the school's surrounding community.

In addition, there are practical changes:

- Part One involves the creation of a central depository of school information which can then be accessed by all other Self-Study Committees without duplication of effort, and will also be a document useful to the Board, Faculty, and other constituents.
- Part One will continue to include an Opinion Survey, but this will be shorter, better worded, and more focused on the 8th Edition version.
- Each Self-Study Committee will choose the evidence it wishes to supply in support of its evaluation work, rather than having to follow a prescribed list.
- The ratings for Standards have been changed from solely a "meet or does not meet" approach to include the idea of "degree of alignment." This is aimed at encouraging schools to reach for the very top level of alignment, even if they already "meet" the Standard.
- Self-Study Committees will write their reports on focused templates. Later, the Visiting Team will add its comments onto the same template. This will emphasize direct attention to the Standards, will reduce bulk writing, and will provide an opportunity for a direct comparison of the school's internal evaluation with the team's external view.
- Part Three of the new edition will require the school to synthesize its findings. There will be a strong emphasis on the link between accreditation events and school planning, thus encouraging the school to view accreditation as part of an integrated drive for improvement.

The authors for this Eighth Edition are Dorothy Galo and Pete Woodward for NEASC and Gerry Percy and Margaret Alvarez of CIS who are grateful for the work of many other authors of previous editions. The authors are also grateful to those inside and outside CIS and NEASC who offered constructive suggestions during the drafting of this document.

As the Chief Executive Officers of NEASC and CIS, we are pleased to endorse this 8th Edition Guide, *Journey to Excellence in International Education*, and we recommend it to all who hold a genuine interest in school improvement.

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Jacob Ludes III
New England Association
of Schools and Colleges

Jane Larsson
Council of International Schools

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GLOSSARY OF TERMS AS USED IN THIS GUIDE

A wide variety of terminology is used in American/International schools world-wide. In the following list, the authors of this Guide explain some of the terms they have used.

Governing Body: this term applies to the duly constituted group which has the ultimate authority to make decisions on behalf of the school. In a given school it may be known as the School Board, the School Council, the Governing Council, the Board of Governors, the Board of Directors, the Board of Trustees, etc. In a proprietary School, the term "Governing Body" includes the ownership structure.

Head of School: this term denotes the person who leads and supervises the daily operations of the school, ensuring that the policies of the Governing Body are put into practice. In given schools titles such as Director, Headmaster/Headmistress, Headteacher, Principal (when it is the highest leadership post in the school), CEO, Chief Administrator, etc. may be in use.

Heads of Subject: usually a teacher who also has a supervisory or middle management role with respect to a subject or combination of subjects. In some schools may be called a Department Chair.

School Guiding Statements: includes the main statement which define the school and its reasons for existence, e.g. School Philosophy, Mission, Vision, Charter, Objectives, etc.

School Community: used here in the broad sense of all "stake-holders". The following sectors are therefore included: students, parents, school staff, school managers/administrators and the governing body.

School Divisions: refers to "horizontal" units (School Sections or Phases) such as Elementary or Primary Division, Middle School Division, etc

Special Needs: includes provision for students with learning difficulties as well as those with exceptionally high ability or talents.

Faculty: refers to all those involved in academic functions. This includes Directors/ Head Teachers/Principals, Heads of Department, teachers, librarians, etc.

Support Staff: this term is used in the broad sense of school employees who contribute to school life by means other than the directly academic. These include classroom assistants, office staff, and employees involved in auxiliary services (canteen, cleaning, transport, security, etc.).

AN OVERVIEW OF THE
SCHOOL EVALUATION & ACCREDITATION PROCESS

Introduction

The accreditation process has long been recognized in international school circles as a highly effective means of initiating and maintaining school improvement and demonstrating alignment with a set of publicly stated standards. The information contained in this Overview is intended to clarify the various aspects of the accreditation process, its declared purpose, the procedures involved in the self-study and team visit components of the process, and the benefits that accreditation offers to a school.

1.   Accrediting Associations

CIS and NEASC collaborate in a joint evaluation process for American/International Schools. Because a single set of standards and procedures have been endorsed by both groups, the school produces one Self-Study and hosts a single Team Visit. The Chair and Co-Chair, representing the two associations, convey the recommendations of the Visiting Team to their respective organisations. Each association then makes its own decision with regard to the terms of accreditation for the evaluated school.

2.   Purpose of the Accreditation Programme

There are a number of benefits associated with the award of accreditation to a school, but the main aim of this evaluation programme is to provide an opportunity to improve the quality of the education offered at the school through a rigorous process of self-examination followed by an objective external appraisal by a team of peers. The resulting Visiting Team Report and the independent actions of the accrediting association(s) attest externally to the quality of education at the evaluated school.

3.   Criteria for Evaluation

The evaluation process is based upon a Concept Diagram which can be accessed by clicking on this link.

Each school is evaluated against two basic 'benchmarks', these being:

(i)   The School's own Guiding Statements

Each school is required to have clear Guiding Statements (Philosophy, Vision, Mission, Objectives, etc) and is evaluated in terms of how successful it is in meeting its own stated purposes.

(ii).   The Standards for Accreditation

Each school is required to align with a set of written standards in each area of its operations. These standards have been developed and endorsed by educational peers representing the accrediting agency.

The Standards and their accompanying Indicators can be accessed at this web address: http://www.cois.org and http://CIE.neasc.org

The Standards and Indicators are designed to reflect the characteristics of a high quality educational experience, and they concentrate on Student Learning and Well Being. However, they do not pre-suppose any specific model of excellence nor do they suggest comparing the characteristics of one school with those of another. The guiding principles of the accreditation programme are that each school will be evaluated against published Standards but in terms of its own unique Guiding Statements.

4. Outline of the Accreditation Process
Please see also separate, specific booklets giving more details on these stages.

The process involves these five essential stages which are repeated on a routine ten-year cycle:

(i). <u>The Preliminary/Preparatory Visit</u>

A school seeking accreditation for the first time hosts a *Preliminary Visit*, usually lasting two to three days and normally involving two visitors, one from each of the two accrediting associations. The purposes of the visit are both to clarify the various aspects in the accreditation process and to ascertain the school's readiness to undertake the self-study. When the school concerned is seeking <u>re</u>-accreditation, a similar visit is conducted, the main differences being that the school remains in accredited status throughout and that the visit is entitled *The Preparatory Visit* in order to highlight this distinction.

(ii). <u>The Self-Study</u>

The self-study, lasting one to two years, is the most important part of the entire evaluation and accreditation process, both in the commitment of time and effort involved and in the value to be derived. The self-study begins with the Part One Committee collecting and analysing data, including outcomes from opinion surveys applied to all constituent groups in the school community. In Part Two, members of the school community conduct a searching review of school operations. Each self-study committee using the Part One data, the Accreditation Standards and Indicators, and the School Guiding Statements as the starting points for its work.

Part Two of the self-study is divided into seven Sections, listed below. Each Section covers a major area of the school's operation, for which there are Standards for Accreditation against which the school will rate itself. Indicators for each Standard will guide the school in assessing its own alignment with the stated Standards.

A	School Guiding Statements
B	Teaching & Learning
C	Governance & Leadership
D	Faculty & Support Staff
E	Access to Teaching & Learning
F	School Culture & Partnerships for Learning
G	Operational Systems

All self-study committees will follow a similar pattern – "Preparation plus Five Steps" - as they analyse the area of the school concerned.

For Section B, the school will assign a number of self-study committees to look at teaching and learning from both "horizontal" and "vertical" perspectives. The number of "horizontal" reports to be completed will be determined by the school, according to the number of divisions or levels that exist at the school. Each "vertical" report will cover a single subject area or discipline through the full grade range of the school, and a "vertical summary" report must also be produced.

A truly comprehensive self-study requires a considerable time commitment from all members of the school's personnel and also from a representation of parents, Governing Body members and students. CIS and NEASC intend that the self-study should present an honest, broad view of the school, and that it should not represent the views of any minority group within the school.

Every staff member should participate in the self-study process through completion of a meaningful assignment or assignments, preferably reflecting both the individual's direct area of teaching or other responsibility and his/her interest in a more general aspect of the school's operation. In forming the subject area committees under Section B, it will be important to have representation from each of the divisions in which the subject is taught.

Schools are strongly encouraged to take action – or at minimum to create realistic planes - to address any areas found to be in less than satisfactory alignment with the School Guiding Statements or the Accreditation Standards & Indicators during the initial stages of the self-study. In this way, the self-study will be a dynamic process, and the school will undergo improvement even before receiving advice from the Visiting Team later.

When finished, the Self-Study Report must be sent by the school's Steering Committee to CIS, NEASC and appointed Visiting Team members. The report should also be available for perusal by all those who took part in the Self-Study Process.

(iii). <u>The Team Visit</u>

Following completion of the self-study, the school is visited by a team of suitably qualified and trained leaders and teachers drawn from other schools that represent the accrediting association(s).

The primary function of the Visiting Team is to assist the school by providing an objective assessment of the conclusions of the self-study. The Team visits the school for approximately one week to see it in action. Team members visit classrooms and other work places, and they talk with students, parents, members of the staff and Governing Body. They examine all aspects of the school in the light of the self-study, the school's own Guiding Statements, and the Accreditation Standards and Indicators.

It is worth emphasizing here that during the course of the visit, no assessment will be made of an individual staff member's performance, nor will critical reference be made to any specific individual in the report of the Visiting Team. The job of the Team is to review the quality of the educational experiences offered at the school – with an emphasis on Student Learning and Well Being - not to assess the qualities of individual teachers.

The Team will write its report as a response to every part of the self-study, and will include its Significant Commendations, Significant Recommendations and Additional Advice. The Visiting Team Report will be sent to the accrediting agencies who will forward it to the school as soon as initial analysis has been carried out.

The Visiting Team will also make an overall recommendation with regard to possible accreditation of the school directly to CIS and NEASC. The Team will not inform the school of its overall recommendation which strictly has the status of advice to the agency.

(iv). <u>Decision on Accreditation</u>

Respective structures within CIS and NEASC - including the Commission on International Education (CIE) - are used to carefully review the Visiting Team Report and consider the recommendations of the Visiting Team relative to possible accreditation of the school. These structures channel recommendations to each agency's respective Board of Trustees, and these bodies come to independent decisions within this range of possibilities:

a. Award Accreditation or Re-accreditation.

b. Award Accreditation or Re-accreditation with specific qualifications.

c. Postpone Accreditation or Re-accreditation for some specified reason(s).

d. Not award Accreditation or Re-accreditation.

Any adverse decisions - defined as denial of accreditation, placement on probation, postponement of accreditation, or termination of accreditation – may be the subject of an appeal by the school.

(v). <u>Subsequent Procedures</u>

A number of follow-up procedures have been established, including:

a. The routine Two Year Report on Progress and Planning from the school. This shall contain a summary of the school's existing responses to the Visiting Team's Significant Recommendations and Action Plans for addressing those which have still not been addressed.

b. The routine Five Year Report on Progress and Planning from the school. This shows how the school has addressed the Visiting Team's Significant Recommendations, summarises the school's current status with respect to it Guiding Statements, the Accreditation Standards & Indicators, and its own Action Plans. Receipt of the school's report will be followed by a

routine on-site visit by at least two persons, typically one visitor from each association. They will write a comprehensive Five Year Visitors' Report.

c. Special Reports and/or Special Visits at any stage of the accreditation cycle if considered necessary.

5. Benefits of the Accreditation Process

The award of accreditation itself.
The school's own claim to excellence, however well justified, will always be open to question in the absence of an objective verification of quality. The school's earning of accredited status from a respected agency can be very reassuring to parents and faculty. It is an indication to the school community and to other individuals and establishments (including universities) that the school offers a quality education.

The opportunity for self-assessment and school improvement.
To some extent continuous improvement is already a goal of schools, and the accreditation process is an excellent vehicle for this – particularly at the self-study stage. Schools earning accreditation status tend to agree that introspection has been the most valuable aspect of the entire process. Also of significant benefit is the opportunity for school personnel and other members of the community to meet collaboratively - often across disciplines and school divisions - to discuss issues, to identify concerns, to propose improvements and to be involved in corresponding actions.

The opportunity for improved intra-school contact and understanding.
In some schools it is quite possible to go from year to year feeling that staff members in other areas are vague acquaintances at best and that the concerns of other sections are of peripheral interest. It is the common experience of schools undergoing evaluation that the accreditation process is a unifying force in a school.

The opportunity to receive an external assessment.
The Team Visit involves a detailed, objective evaluation which reflects the perspectives of fellow professionals who have been trained in the evaluation process and who are familiar with the Accreditation Standards & Indicators as well as the typical nature and concerns of schools in the international arena.

A plan for the future.
The Self-Study document and the Visiting Team Report – and later reports at the Two Year and Five Year stages - should be major contributors to the planning for school improvement. Evaluation for Accreditation is intimately linked to – not separate from – School Planning processes.

Affirmation of the school's needs.
It may be that Governing Body members, school personnel, school leaders, students or parents have felt the existence of certain needs for some time. The Self Study Report and the Visiting Team Report will serve to validate concerns and to guide school decision makers in setting priorities and developing action plans.

PART ONE

THE SCHOOL PROFILE

AND

ANALYSIS OF OPINION SURVEY RESULTS

Detailed Instructions for the Self-Study Committee can be found in the Part One Reporting Booklet

PART ONE

INTRODUCTION

The following paragraphs summarise the tasks the Part One Committee must undertake in order to produce this major component of the overall Self-Study Report. The Committee should write its report in the Part One Reporting Booklet which contains further detailed instructions.

Part One is the initial phase in the Self-Study process, and the Part One Report should be in an advanced state of completion early in the Self-Study process so as to support and inform later work by Part Two Committees.

The Part One Report will consist of two main components:

- First Component: The School Profile – a compendium of factual information.
- Second Component: An Analysis of the Results of the Opinion Surveys.

The School Profile will be a resource to inform the work of other Self-Study Committees, and will ultimately provide a helpful overview of the school for the future Visiting Team. In addition, the School Profile may also be useful in full or in part as an informative document for potential new parents and students, for Board members, and for new teachers and staff.

It is imperative that the data in the School Profile should be updated regularly during the self-study period, including just prior to the Team Visit. It is also highly recommended that Part One data be stored electronically and updated during the whole ten-year accreditation cycle in order to facilitate production of reports which may be required at any stage.

The analysis of Survey Results will also be helpful to Part Two Committees, providing information on the opinions of members of all school community sectors and assisting Part Two evaluative work.

SCHOOL PROFILE

The instructions in the Part One Reporting Booklet will guide the Committee as it compiles all the information required to create the School Profile. The School Profile will contain:

- General Documentation.
- Other School Information.
- School-Wide Student Achievement Information.

THE SURVEYS

As an early feature of its work, the Part One Self-Study Committee should conduct, and eventually analyse the results of, the mandated Opinion Surveys which must be offered to <u>all</u> members of the following school sectors:

- Students - above approximately 11 years of age*
- Faculty & support staff
- Parents
- Members of the Governing Body
- Former Students/Alumni (optional)

    Note: The schools is encouraged to look for alternative ways of offering younger students the opportunity to express their views.

These Opinion Surveys have been especially constructed for the CIS/NEASC accreditation process, and the questions reflect the Standards and Indicators.

The surveys are conducted, and the results compiled, by the Endicott Research Center (ERC) at Endicott College. The surveys themselves and all further information can be obtained from the Survey Contact Person:

Peter Hart
Endicott Research Center
Endicott College
376 Hale Street
Beverly; MA 01915; USA
lehart@endicott.edu
erc@endicott.edu.
Tel: +1 978 232 2058
Fax: +1 978 232 5220

Please note that the ERC makes a separate charge for its services, the exact figure depending on the size of the school.

The school may wish to add questions of its own to the basic instruments, especially if it intends to consult the community on an on-going basis in the future.

To ensure the widest possible participation in the Opinion Survey, the school is strongly encouraged to:

> Offer computer facilities and practical help to those members of the community who need it.
> Contact Endicott College, CIS and/or NEASC to seek translations of the survey into other languages if required.

Please note: While the statistics emerging from the Opinion Surveys will be of interest, it will be much more important for CIS, NEASC and Visiting Team members to read *how the school has acted or plans to react* to produce institutional improvement in response to the main survey findings.

PART TWO

THE WORK OF

SELF-STUDY COMMITTEES A TO G

GUIDELINES FOR PART TWO OF THE SELF-STUDY

The school should create Part Two Self-Study Committees to address Sections A to G as follows:

A	School Guiding Statements
B	Teaching & Learning *(multiple committees)*
C	Governance & Leadership
D	Faculty & Support Staff
E	Access to Teaching & Learning
F	School Culture & Partnerships for Learning
G	Operational Systems

Please note that, in the case of Section B, separate committees must be created to produce:

- A separate report on each identifiable "horizontal" component of the school, as determined by the school itself (e.g. Elementary, Middle and High School).

- A separate report on each "vertical" subject area, as determined by the school itself, to operate across the entire age range of the school (e.g. Mathematics, Natural Sciences, Creative Subjects, Modern Languages, etc).

- One separate "vertical umbrella" report summarising the findings in the various individual vertical subject reports.

All Self-Study Committees A to G (including the multiple Section B Committees) are required to follow the "Preparation plus Five Steps" approach, using the Reporting Booklets provided by CIS and NEASC. The instructions for all committees now follow.

INSTRUCTION FOR USING
THE REPORTING BOOKLETSS

INSTRUCTIONS FOR ALL SELF-STUDY COMMITTEES (SSC's)

SSC Preparation Step
Collect, carefully examine and analyse all necessary evidence. A list of the typical evidence which may be sought for a given Section can be found in the Appendix materials in *The Self-Study Booklet* (published separately). These lists are neither definitive nor exhaustive – each school is different, and the evidence sought by the committee will depend on the school's circumstances. This evidence does not have to be included in the final self-study report unless necessary to illustrate a specific analytical point the SSC wishes to emphasise.

SSC Steps (i) to (v)
Each Committee should record its responses to Steps (i) to (v) on the templates which follow. These templates include spaces for the Visiting Team to add its comments later in the process. The Steps are as follows:

SSC Step (i)
On the basis of the evidence, the committee should rate the school's alignment with the Indicators for a given Standards using these abbreviations:

WA	Widely Aligned
PA	Partially Aligned
NA	Not Aligned

SSC Step (ii)
The committee should then rate the school's alignment with the Standard, using this progressive scale 1 to 4.

"Does Not Meet the Standard"		_"Meets the Standard"_	
Rating 1	Rating 2	Rating 3	Rating 4
There is currently evidence of very little or no alignment with this Standard.	There is currently evidence of partial but insufficient alignment with this Standard. Considerable work still needs to be done to come into alignment.	There is evidence of generally good alignment with this Standard. There is still some room for further development, and the school intends to address this.	There is evidence of excellent and effective alignment with this Standard. The school has embedded systems in place to ensure that alignment will be sustained.

SSC STEP (iii)
The Committee should write a short analytical summary, with a list of supporting evidence, of the ways in which the school is aligned with the Standard.
If appropriate, but not as a substitute for an analytical summary, cross references within this report or hyperlinks to other documents could be used. Any hyperlink should lead to a very specific piece of evidence, not simply to a general document which would need to be extensively searched by the reader.

SSC STEP (iv)
The Committee should write an analytical summary of the ways (if any) in which the school is not yet well aligned with the Standard and/or of the ways it could improve its alignment still further.

SSC STEP (v)
The Committee should write proposals which will assist the school in its future efforts to address the points summarised in Step (iv) for this Standard.

INSTRUCTIONS FOR THE VISITING TEAM (VT)
Working on the same Reporting Booklets as the Self-Study Committees

VT STEP (a):
Give a rating 1, 2, 3 or 4 for this Standard.

VT STEP (b):
Summarise in list form the evidence (given by the school and verified by the Team, or identified by the Team itself) which supports the rating the Team has given to this Standard and which may lead to any Significant Commendations, Significant Recommendations, or Additional Advice given in the steps below.

VT STEP (c):
Write Significant Commendations (if any) with respect to this Standard.

VT STEP (d):
Write Significant Recommendations (if any) for action to bring the school into better alignment with this Standard i.e. to move the school from a lower to a higher rating on the progressive scale 1 to 4.
Note – the school will be required to respond formally to these Significant Recommendations in its Two Year and Five Year Reports on Progress & Planning.

VT STEP (e):
Write Additional Advice (if any) on how the school could further develop to enhance its alignment with this Standard.
Note – the school will not need to respond formally to this Additional Advice in its Two Year and Five Year Reports on Progress & Planning.

PART TWO - SECTION A
SCHOOL GUIDING STATEMENTS

Note: Self-Study Committee A should complete its work very early in the Self-Study process, given that all other committees must have access to the recently reviewed School Guiding Statements.

INTRODUCTION

Key to successful school improvement processes are the school's Guiding Statements: vision, mission and statement of educational objectives (or similar). These statements establish the school's direction, define its purpose and set the school's educational goals. Teaching and learning, the school's planning and decision making processes, its policies and its operational systems should align closely with the values and beliefs expressed in these guiding statements. To ensure understanding and ownership by the community, it is important that these statements are developed and reviewed on a regular basis by a broad cross section of the school community.

Within this section the school examines the quality and effectiveness of its vision, mission and statement of educational objectives. It also seeks to examine the effectiveness of action planning processes used to implement its educational vision and beliefs as well as the tools used to measure the level of success the school has had in implementing its guiding statements. The alignment of admissions policy and procedures with the school's guiding statements is also considered.

Fundamental to a school seeking international accreditation is its commitment to the promotion of international and intercultural understanding, and this section places particular emphasis on these concepts.

As a general guide an effective school's Guiding Statements commonly contain many of the following ingredients:

- Reasons for the school's existence, including the nature of the student body it is designed to serve.

- The role of the school in the community it serves.

- Beliefs about effective educational practices.

- The collective vision for the school in providing educational opportunities for all students.

- The intellectual, personal, social, physical, and affective characteristics to be nurtured in students.

- The roles and relationships expected of the students, teachers, school managers, parents and governing body in the educational process of the school.

- A commitment to promote international and intercultural experiences for students.

A school's educational objectives should flow from the mission and vision statements, and should be practical and measurable in nature. They should be written in such a way that any given school division or academic area can derive its own specific objectives from the general school-wide list.

Note:
For more advice – including working definitions of terms such as "Mission", "Vision", "Objectives" - please see the Appendix for Section A in *The Self-Study Booklet* (published separately).

SECTION A: STANDARDS & INDICATORS

Note: The term "governing body" includes any school ownership structure.

STANDARD A1
The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school's chosen nomenclature and format) for students.
A1a
The school's Guiding Statements establish clear expectations for student learning and guidelines for the well-being of the whole school community.
A1b
Monitoring procedures exist which show that the school's Guiding Statements enjoy a high degree of support from the governing body, school leadership, staff, parents and students with this support being demonstrated by the actions of all these school sectors.
A1c
There is evidence which shows that the school's Guiding Statements drive decision-making, planning, action and review at multiple levels of school life.
A1d
There are periodic, data-driven reviews of the school's Guiding Statements which involve the broad school community and which ensure that the statements remain vibrant and relevant.
A1e
A formal process and defined indicators are used to assess the school's success in achieving its aims as laid out in its Guiding Statements.

STANDARD A2
The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.
A2a
The school has created an engaging and contextually appropriate definition of internationalism/interculturalism in education.
A2b
The school puts into action its definition of internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students.
A2c
The school expresses its commitment to internationalism/interculturalism in education through as many avenues as possible. (See list in appendix materials.)

STANDARD A3
The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.
The school is committed to, and is actively promoting in its students, internationalism/interculturalism in education through ….
A3a
…. discussion of substantive matters of principle from multiple perspectives.
A3b
…. the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.
A3c
…. the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.
A3d
…. development of fluency in the language(s) of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.
A3e
…. the development of their disposition to serve the community - local and global - through engagement in meaningful and reflective service.

A3f
…. the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts.

STANDARD A4
The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programmes, and the students admitted to and remaining at the school.
A4a
The school's promotional materials and activities project a realistic picture of the school and its mission, objectives and programmes, hence enabling parents to appraise the school's suitability for their children.
A4b
The school's admissions policies and practices require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is alignment between a student's needs/abilities and the programmes offered.

PART TWO - SECTION B
TEACHING & LEARNING

INTRODUCTION

Teaching & Learning are the central core of a school's activities. All other aspects of the school, covered in the other sections of this Guide, should support teaching & learning (and/or promote student well-being).

This Teaching and Learning Section addresses the design, delivery, assessment and review of the full range of educational programmes. The school is expected to adopt and deliver a comprehensive academic curriculum and a programme of student activities that meet the needs of its students and reflect the commitments made in the School Guiding Statements.

If the curriculum is based on an external published source, the school's curriculum documentation should show how that curriculum is adapted and delivered to meet the needs of its own students and to accomplish the school's own goals.

Among other issues, this Section addresses:

- The need to define what students should know, understand, and be able to do.

- Vertical and horizontal articulation within and between subject disciplines and across divisions of the school, so that students can make meaningful connections.

- Use of the diversity in the school community and the resources of the host country to enhance student learning experiences.

- The enhancement of students' critical thinking and problem solving skills, and the building on previous work in significant ways.

- The re-enforcement of students' language development and global-mindedness.

- The availability to students of appropriate materials, technology and library/media resources to support the learning programme.

- Awareness of developmental and learning style differences among students, and the use of a student-centred pedagogy.

- Use of a variety of assessment techniques.

- The use of the results of student assessment to evaluate the strength of the curriculum and the effectiveness of teaching, as well as to measure student progress.

- The regular analysis, sharing and dissemination of assessment data to reflect an environment where continuous improvement is valued.

- Appropriate professional development offerings to enhance the development, delivery, and evaluation of the school's curriculum and other programmes.

The Need for Multiple Section B Self-Study Committees and Reports

Section B is different from the other Sections (A, and C to G) in that multiple self-study reports must be created by a number of different Section B Committees. There are three kinds of Section B reports.

1. ***Vertical Approach Reports by Subject Area -*** The school must use the Section B Standards and Indicators to create separate vertical reports for <u>each</u> of the identifiable subject areas taught (*e.g.* Section B – Mathematics, Section B – Music, Section B – Natural Sciences, etc, etc.). Each of these reports should cover the full range of Grades / Year-Groups in which the subject is taught. It will be the school's decision as to how many vertical reports will be needed in order to cover the full range of subject offerings. This will depend on how many individual subjects must be addressed independently and how many can be justifiably grouped together into "subject areas". (See Appendix B in *The Self-Study Booklet* for more guidelines on this topic.)

    The school must keep the above-mentioned collection of vertical reports on file for eventual perusal by the Visiting Team as needed, but these individual subject reports will <u>not</u> be submitted as part of the completed Section B Self-Study Report.

    Note: Schools may choose to evaluate Language Support Programmes (e.g. English/Other Languages of Instruction Support) as one or more of these vertical Section B reports. However, please note that language development must also be addressed under Standard E3.)

2. ***Vertical Summary Report -*** A Section B Vertical Summary Committee must use the above-mentioned collection of vertical subject reports to create an "umbrella" vertical report using the same Section B instructions. This vertical summary report <u>will be</u> submitted to the accreditation agency/agencies and members of the future Visiting Team as part of the completed Section B Self-Study Report. The Vertical Subjects Ratings Grid found in Appendix B of *The Self-Study Booklet* will help the SSC to organize and record its analysis of the separate vertical reports. This completed ratings grid <u>must be</u> submitted with the Vertical Summary Report.

3. ***Horizontal Approach Reports by School Division*** - Using the same set of Standards and Indicators, separate Section B reports must be created for each identifiable school division/phase. The number of these horizontal reports will reflect the school's own particular grade range and organizational structure (*e.g.* Section B Elementary School; Section B Middle School; Section B Secondary School; etc.), and this will be the school's own decision. All horizontal reports <u>will be</u> submitted to the accreditation agency/agencies and members of the future Visiting Team as part of the completed Section B Self-Study Report.

Overall – the self-study work on Section B must produce:

➢ Multiple vertical reports (one per subject area covering the whole student age range in each case) – to be kept on file at the school.

➢ A single "umbrella" summary vertical report – to be submitted as part of the completed Self-Study Report, along with the ratings grid used to produce it.

➢ Several horizontal reports (one per school division/phase) – to be submitted as part of the completed School Self-Study Report.

Note:
For more advice please see the Appendix for Section B in *The Self-Study Booklet* (published separately).

SECTION B: STANDARDS & INDICATORS

STANDARD B1
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.
B1a
The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.
B1b
The school's curriculum and programmes are supported by a comprehensive set of teaching and learning policies.
B1c
The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.
B1d
There is evidence of alignment between the written curriculum, the taught curriculum and student learning.
B1e
The school has a clearly articulated vision of quality learning and defined practices that support student achievement.

STANDARD B2
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.
B2a
The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.
B2b
The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.
B2c
The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.
B2d
The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.
B2e
The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.
B2f
The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.

STANDARD B3
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.
B3a
Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.
B3b
Written curriculum materials indicate content and sequence for each course/grade.
B3c
Written curriculum materials include references to the methodologies, teaching materials and resources that are used.
B3d
Written curriculum materials include references to the assessments that are used to measure student progress.

B3e
Written curriculum materials include references to links within and across disciplines.
B3f
The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.
B3g
There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.
B3h
Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.
B3i
Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.

STANDARD B4
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.
B4a
Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.
B4b
The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.

STANDARD B5
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.
B5a
The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.
B5b
The school provides professional development in content areas relevant to teachers' assignments.
B5c
The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.
B5d
The faculty has an avenue for input into the planning of professional development activities.
B5e
Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.

STANDARD B6
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.
B6a
Teaching methods and student learning activities are varied according to the nature of the subject matter.
B6b
Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.
B6c
Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.
B6d
Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.

STANDARD B7

The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.

B7a

Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.

B7b

The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.

B7c

Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.

B7d

Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/ICT, PE and Arts materials, etc.).

B7e

Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).

B7f

Support staff members are assigned to assist teachers in those areas where it is appropriate.

B7g

Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.

B7h

IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.

STANDARD B8

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

B8a

Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.

B8b

Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.

B8c

Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.

B8d

The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.

B8e

Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.

STANDARD B9

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

B9a

Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.

B9b

The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.

B9c

There is evidence that current educational practice is considered in revising curriculum and instruction.

B9d
Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.
B9e
Curriculum revisions and changes are made in the context of an overarching curriculum plan.

STANDARD B10
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.
B10a
The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.
B10b
The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.
B10c
The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.
B10d
Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.

PART TWO - SECTION C
GOVERNANCE & LEADERSHIP

INTRODUCTION

The quality, structure, and partnership of the school's leadership, governance, and management are critical to the school's success. While the integrity and charisma of leadership cannot be mandated nor assured by accreditation standards, there are tried and tested models of effective governance and management in schools, colleges, and non-profit organizations. Those best practice principles are reflected in the following Standards and Indicators. It should be noted that the failure to live up to these governance and leadership Standards is one of the major stumbling blocks for success in international schools.

Governance

There are different models of governance in international schools, and the accreditation of a particular school does not imply that the school needs to adopt a specific one. However, there are essential characteristics of governance which insure success: the organization, consistency, and constant improvement of the Governing Body; the nature and quality of the relationship between the Governing Body and the Head of School; and the leadership and development of the Head of School.

Leadership

Effective leadership provides mission and vision, organizes an institution to fulfil those goals, and inspires the constituencies to support and work with one another. Leadership leads from the front, leads from the back, collaborates, and serves.

Management

Management concerns the day-to-day operations of the school. It is essential that the daily operations be very clearly vested in the responsibility of the Head of School who should ensure they are carried out with the support of the other professional staff. Many problems have been found to arise from a Governing Body adopting a "hands-on" approach to management. While accepting that situations differ, it is nevertheless important to have a clear set of role definitions which separate governance from management while, at the same time, establishing a strong, collaborative relationship between the Governing Body and Head.

Finance

A most important and necessary component of an educational institution is a healthy financial picture and sound management of finances. Financial resources must be adequate to cover operating expenses and capable of creating an operating reserve, given the need for contingency resources in difficult times. Furthermore, Governing Bodies and schools should have medium and long term financial plans which support the school's overall plans.

Note:
For more advice please see the Appendix for Section C in *The Self-Study Booklet* (published separately).

SECTION C: STANDARDS & INDICATORS

Note: The term "governing body" includes any school ownership structure.

STANDARD C1

The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.

C1a

The governing body shapes and upholds the mission, articulates a compelling vision, and ensures that its decisions support and further the mission.

C1b

The governing body promotes strong ethical values and compliance through appropriate and effective oversight.

C1c

The governing body effectively measures the school's success in putting its mission and objectives into practice, and it promotes corrective action if results show this is needed.

C1d

The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness.

C1e

The governing body provides appropriate orientation and on-going training for its members in the understanding and performance of their duties and in understanding policies and their implications.

C1f

The governing body is so constituted that it can fulfil essential governance duties and provide continuity for the school in the event of sudden change in ownership, governance, and/or administration.

STANDARD C2

There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.

C2a

There is a clear and effective understanding by the governing body and the head of school of their respective functions, and these understandings are set out in written form.

C2b

There is a partnership between the governing body and head of school which recognises that the effectiveness of the parties is interdependent.

C2c

The governing body and the head of school enjoy a positive, open, and mutually supportive relationship.

STANDARD C3

The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.

C3a

The governing body has developed a clear, written job description for the head of school.

C3b

The head of school provides leadership for the total school programme.

C3c

The head of school sets educational priorities and outlines funding implications for submission to the governing body.

C3d

The head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff.

C3e

The governing body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the head of school.

C3f

The head of school effectively delegates responsibility through a leadership structure that is designed to fulfil the school's mission and objectives.

STANDARD C4

The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

C4a

The governing body has a comprehensive, up-to-date, and effective policy manual for both school and governance operations.

C4b

The governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school's direction.

C4c

In decision-making, governing body members always put the interests of the whole school above all else, avoiding favouritism towards any individual or group.

C4d

An ethos of transparency is promoted by the governing body to ensure that appropriate members of the school's constituency have access to accurate information about decisions and matters which impact them.

C4e

Governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness.

C4f

Governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal.

STANDARD C5

The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.

C5a

There is evidence that the short and longer-term finances of the school are sufficient to ensure it can fulfil its educational and other obligations for the foreseeable future.

C5b

The school has educational and financial plans for the short, medium and long term which are tied to the school's mission.

C5c

Financial considerations and required expertise are incorporated into the governing body's vision and plans for the school.

C5d

The school's educational and financial plans are appropriately communicated to the school community.

PART TWO - SECTION D
FACULTY & SUPPORT STAFF

INTRODUCTION

A competent and effective faculty and support staff are essential to the development of sound school programmes. Functioning as a unit, the faculty and support staff operate by embracing and implementing the school's Guiding Statements.

All faculty and support staff members must have the preparation, experience, character and demeanour necessary for them to carry out their assignments and responsibilities effectively and efficiently, to enhance and inspire student learning, and/or to promote student well-being.

An accredited school must have clearly defined roles and job expectations for all its employees as well as contracts and terms of employment that respect local and international standards of good practice.

School personnel at all levels should demonstrate professionalism, harmonious relationships and a respect both for students and for the ideas and initiatives of their peers.

An effective appraisal system must be in place for all school personnel, and this should be linked to a professional development programme or other provisions for role-specific training.

Note:
For more advice please see the Appendix for Section D in *The Self-Study Booklet* (published separately).

SECTION D: STANDARDS & INDICATORS

STANDARD D1
The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.
D1a
Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.
D1b
The teacher-student ratio reflects the size of classrooms, instructional practices, programme requirements and the school's mission in order to foster personalized and meaningful learning experiences for students.
D1c
The head of school or his/her designees recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence.
D1d
The head of school or his/her designees assign work loads that allow faculty and staff to be maximally effective in carrying out their teaching duties and/or other responsibilities.
D1e
There are procedures in place for reviewing regularly the alignment between personnel competencies and programme needs to ensure that the school can implement programmes and services in support of fulfilling the mission and objectives.

STANDARD D2
Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.
D2a
Teachers utilize methods and practices which are consistent with the school's Guiding Statements and which inspire, encourage and challenge students to reach their full potential.
D2b
Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour.
D2c
Teachers remain current with content and pedagogy in their areas of academic responsibility, and they maintain a high level of preparation to foster students' engagement in their learning.
D2d
Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.

STANDARD D3
All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.
D3a
The school provides each employee with a written contract or employment agreement in which are stated the basic facts such as salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or resignation.
D3b
The school makes clear the factors which are taken into account in determining each employee's remuneration.
D3c
Compensation is paid to employees promptly and in accordance with a predetermined schedule made known in advance of employment.

D3d

There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.

D3e

Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.

STANDARD D4

Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.

D4a

School policies include:
i.   A statement on non-discrimination;
ii.   Recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students;
iii. Procedures on recruitment, appointment, compensation and benefits, promotion and retirement;
iv.   Clearly stated expectations for faculty and staff behaviour;
v.   A commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors.

D4b

Personnel policies and practices are described in a handbook or manual that is up-to-date and given to all employees prior to signing a contract or employment agreement.

D4c

Policies and practices foster efficient and effective performance and enhanced morale among all employees.

STANDARD D5

There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.

D5a

The school utilizes an effective performance appraisal system for all categories of faculty and support staff.

D5b

Faculty and support staff appraisal reflects clearly stated criteria, is conducted with the full knowledge of the staff member, and is reported in writing in a document accessible only to defined individuals.

D5c

Employees have the opportunity to discuss and appeal against any aspect of the appraisal.

D5d

Appraisal processes involve the individuals in goal setting and provide opportunity for reflection and self-assessment.

D5e

The school provides a programme of professional development and/or training that links to needs or agreed upon goals identified in the appraisal process and reflects other priorities identified by the school.

PART TWO - SECTION E
ACCESS TO TEACHING & LEARNING

INTRODUCTION

Students' opportunities to access teaching and learning are influenced by the quality of school support programmes. These incorporate provisions for addressing learner needs including identified learning challenges or special talents, language support, and counselling, guidance and health services. The nature and level of services should be determined by the school's Guiding Statements, the learning and well being needs of the student body, and the age range of those enrolled.

Other important and influential factors when considering the Standards in this section are the school's admissions policy and procedures. They should be effective in ensuring that students who are admitted to the school can benefit from the school's programmes and services. The effectiveness of the admissions policy and procedures, and the factors mentioned above, will serve as the backdrop against which the school's ability to meet Standards in this area will be measured.

Note:
For more advice please see the Appendix for Section E in *The Self-Study Booklet* (published separately).

STANDARD E1
There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programmes.
E1a
As part of the admissions process, the school secures relevant diagnostic information about an individual student's abilities/learning differences/talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programmes.
E1b
The learning needs of students enrolled in the school are adequately supported by clearly defined and effective referral systems and screening programmes.
E1c
On-going assessment procedures monitor the extent to which any given student is benefiting from school programmes, and effective procedures are used to inform school and parent decisions about continued enrolment.

STANDARD E2
Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programmes that are delivered by suitably qualified personnel.
E2a
The number, qualifications and levels of experience of learning support personnel are appropriate to the number and the needs of identified students.
E2b
The school uses student data as part of the regular evaluation of the effectiveness of the learning support programme.
E2c
Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.
E2d
The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.
E2e
Learning support services function as an integrated part of the school's programme with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.

STANDARD E3
Effective language support programmes shall assist learners to access the school's formal curriculum and other activities.
E3a
Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programmes delivered by qualified teachers.
E3b
All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.
E3c
The school provides sufficient personnel and other resources to support student language needs.
E3d
The school encourages parents to continue development of the student's home language(s).

STANDARD E4

The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.

E4a

Personnel providing academic, personal, career and tertiary education advice and counsel are sufficient in number and have the appropriate experience, qualifications, character and skills to provide quality services to the school community.

E4b

Counselling and advisory programmes are supported by clearly documented policies and procedures to ensure that community members understand the scope of programmes as well as the manner in which to access services.

E4c

The school provides orientation for students new to the school and/or to international education as well as transition support for those students exiting the school for home or other school systems.

E4d

Counselling and advisory programme records are available to those who need to use them, are adequately maintained, and are stored and backed up in a secure manner for an appropriate length of time.

E4e

The school regularly evaluates the effectiveness of its counselling/advisory programmes, taking into consideration student profile and achievement data.

STANDARD E5

The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.

E5a

The school provides adequate health care services to support students on the school premises and at school sponsored activities off-site.

E5b

The school's programmes, services and environment encourage the adoption of healthy life style choices.

E5c

The school facilitates for its community an awareness and understanding of local health services, local health requirements and potential health concerns.

E5d

The school assists its community in understanding and responding to potential health hazards in the local and wider community.

PART TWO - SECTION F
SCHOOL CULTURE & PARTNERSHIPS FOR LEARNING

INTRODUCTION

A positive school culture and the existence of supportive networks within the local and greater community can have a beneficial impact on the learning environment. This section examines the quality of external and internal community relationships, parent partnerships, communication systems and channels, extra curricular, co-curricular and boarding programmes, and the development of global mindedness in students.

In measuring the school against these standards it will be important to remain mindful of the school's Guiding Statements, the age range of the students, the influence of the local context and culture, the demographic make- up of the student community, and student participation and achievements in extra curricular activities.

Note:
For more advice please see the Appendix for Section F in *The Self-Study Booklet* (published separately).

SECTION F: STANDARDS & INDICATORS

STANDARD F1
A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.

F1a
A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programmes to address awareness, prevention and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.

F1b
The school has policies, procedures, and practices that promote and address the physical, emotional, and social well-being of students and staff.

F1c
School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect.

F1d
Fairness in dealing with student concerns is enhanced by clearly written statements of expected behaviour, the consequences of non-compliance, and a mechanism for appeal.

F1e
The school celebrates students' efforts and achievements in meaningful and culturally sensitive ways.

F1f
Student, staff and parent information is treated with an appropriate degree of confidentiality.

STANDARD F2
Effective communication processes shall foster a productive home-school partnership and a positive learning community.

F2a
Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.

F2b
A "whole-school" climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.

F2c
The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.

F2d
Opportunities are provided for parents to learn about the school's educational aims, programmes, and pedagogical approaches so that they can support student learning.

F2e
The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.

STANDARD F3
The school shall offer effective programmes and activities which complement the formal curriculum in supporting the school's Guiding Statements.

F3a
The development and delivery of the school's complementary programmes demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship.

F3b
The school actively supports the development of student leadership and encourages students to undertake service learning.

F3c
The school actively promotes and models global environmental awareness and responsibility across its community.

F3d
The school regularly evaluates its complementary programmes to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.

STANDARD F4 (For Boarding Schools)
Boarding services effectively support the school's Guiding Statements, and serve the well-being of all boarding students and staff.

F4a

A clear boarding educational philosophy is in place which creates a twenty- four hour, seven day a week learning environment.

F4b

Sound, clear and effectively implemented operating procedures and systems are in place which support boarding life and provide guidelines for addressing fire, accidents, natural disasters, civil unrest, medical and any other emergencies.

F4c

The boarding programme is supported by written policies and effective record keeping which enhance the well-being of students.

F4d

Boarding staff have appropriate training and orientation for the role they play and have been effectively screened prior to appointment to ensure that they have the necessary skills and sound character to provide a supportive, safe, caring and nurturing environment.

F4e

Boarding staff members are adequately deployed to provide boarding students with a safe environment and open, positive and nurturing teacher/student relationships.

F4f

The boarding facilities effectively reflect the school's Guiding Statements and support the well-being of students and staff in the following areas:

   i.   The number and needs of the boarding students.
   ii.   The number and needs of the boarding staff.
   iii. The range of formal and informal activities.
   iv.   The delivery of important services (laundry, meals, medical support, transport, technology etc)
   v.   The integration of day and boarding students

F4g

The boarding facilities meet local authority safety standards and any reasonable stipulations which may be required by the accrediting agency/agencies.

F4h

The culture within the boarding programme demonstrates sensitivity to and respect for the diversity of the student body as well as a sense of home and family.

F4i

Effective channels of communication are in place between the school, boarding staff and the home to ensure that parents, teachers and residential staff work in partnership to support boarding students.

F4j

Schools with students that are privately boarded, and/or for whom the school has legal responsibility, support their well-being through clear written expectations for the students and their guardians and by active monitoring.

PART TWO - SECTION G
OPERATIONAL SYSTEMS

INTRODUCTION

Section G is concerned with major operational systems in the school. These systems play important roles in supporting the school's ability to put its Guiding Statements into practice, and they should facilitate the school's ability to promote student learning and well-being.

It is recommended that Self-Study Committee G should contain a good proportion of members of the school staff or general community who possess specific competencies in the areas covered. Similarly, at least one person with specific competencies in one or more of these operational systems is likely to be assigned to this area from the Visiting Team.

Financial Management

The financial policies created by the Governing Body in conjunction with the Head of School (see Section C) should be put into action through financial management practices that are ethical, legal and reflect best practices in international schools. Such practices should include frequent financial reporting to decision makers, thoughtful budget creation and monitoring, accurate information to client families, fund-raising if appropriate, efficient book-keeping, and adequate insurance cover. The school's accounts should also be subject to specialist external auditing on an annual basis.

Physical Plant: Buildings, Grounds, Installations and Furnishing.

The physical plant should appropriately support the curricular and co-curricular programmes offered by the school. Premises should be comfortable, well maintained, and accessible to all those who work and study in them – including any handicapped persons if present in the school. Aspects of comfort should take into account local conditions, including the climate.

Many of the school's support systems will depend on the availability and use of Information and Communication Technology, and this important feature will be considered within the Standard which refers to physical plant. (Please see Section B for consideration of the impact of ICT on learning.)

Health and Safety

A school which does not maintain safe and healthy premises cannot expect to hold accredited status. Therefore the Standards in this section address such matters as compliance with local codes and any further reasonable requirements from the accrediting agency/agencies, regular internal monitoring of health and safety issues, and effective procedures to deal with different types of emergencies. In the wider and longer term sense of promoting health and safety, the school is also expected to model good ecological practices.

For consultation purposes, the Appendix to this Section in *The Self-Study Booklet* (published separately) contains a list of ideas related to the health and safety issues which have arisen in schools over the years.

Auxiliary Services

In support of the well-being of students and others in the school community, schools offer various combinations of auxiliary services either directly or by the use of sub-contractors. By one or other of these means, all schools should offer appropriate security, cleaning and maintenance services. In addition, many schools may also wish to offer their clients services such as catering, transport and school trips. All auxiliary services should be delivered in a safe and healthy fashion, with the best interests of the student and broader school community in mind.

Sufficient and well trained staff will be needed to deliver auxiliary services. The work of these staff members should be appropriately recognised for the positive support provided to the school.

Note:
For more advice please see the Appendix for Section G.

SECTION G: STANDARDS & INDICATORS

Note: The term "governing body" includes any school ownership structure.

STANDARD G1

The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school's programmes.

G1a

The head of school and the governing body regularly receive understandable financial reports which facilitate careful and regular reviews of the school's short and longer term financial health and which ensure appropriate allocation of funding.

G1b

After appropriate input and debate, the governing body establishes annual school budgets - including appropriate fee levels – which ensure funding for programmes necessary to put the school's Guiding Statements into practice in an effective way.

G1c

Parents enrolling students are informed in advance of the precise nature and scope of their financial obligations, and changes in fees are communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary.

G1d

The school regularly considers - and where feasible applies in an effective manner - culturally appropriate and effective means of raising additional funds to support delivery of its programmes.

G1e

Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.

G1f

The insurance programme is comprehensive, and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body.

G1g

Total servicing of long-term debt, including both interest and principal payments, is fairly apportioned to both present and future fee payers.

G1h

An annual, external audit of the school's finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.

STANDARD G2

Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programmes required to put the school's Guiding Statements into practice.

G2a

The school's facilities/equipment provide for effective delivery of educational programmes and a positive context for learning while promoting student, staff and visitor well-being. This includes satisfactory provision of indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort.

G2b

Teaching, storage and work spaces are suitable in size and layout for the age, number and needs of students and for the effective delivery of programmes.

G2c

Governing body policies and school practices effectively address the adequacy, maintenance and improvement of school facilities/equipment.

G2d

If the school admits handicapped students or personnel, all reasonable provision is made for them.

G2e

Information and Communication Technology provisions (hardware, software, networks, training and maintenance) effectively support the management and operational functions of the school.

STANDARD G3

The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.

G3a

School facilities meet the health and safety codes of local authorities and any reasonable stipulations which may be required by the accrediting agency/agencies.

G3b

Certificates of inspection and regulations required by law are available on file and/or posted in prominent places as appropriate.

G3c

An internal health and safety committee (or its equivalent) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved.

G3d

Maintenance services are effective in ensuring that school premises and equipment remain in a safe and healthy condition.

G3e

Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation.

G3f

Effective measures, including regular rehearsals, are in place to address emergencies requiring "safe haven/lock down".

G3g

The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community.

STANDARD G4

The school shall provide or arrange for auxiliary services as required to support its declared objectives and programmes, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.

G4a

Facilities for preparing, serving and consuming food and beverages meet appropriate standards of safety, comfort, hygiene and good dietary practice.

G4b

Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible – programme continuity under exceptional circumstances.

G4c

Vehicles used in student transportation are mechanically sound, clean, well-maintained, properly licensed and appropriately insured.

G4d

School premises are kept in an acceptably clean state at all times of the school day.

G4e

School trips are well planned and executed, ensuring a positive learning environment and supporting the school's academic or activities programme. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.

G4f

Support staff members and employees provided by contracted suppliers who are involved in the delivery of any auxiliary service are employed in suitable numbers.

G4g

Support staff members and employees provided by contracted suppliers are properly qualified and experienced, in appropriate health, well trained, and adequately assigned and supervised.

G4h

Support staff members and employees provided by contracted suppliers make a positive and well appreciated contribution to school life.

PART THREE

"Strategies for Improvement"

SYNTHESIS, SUMMARY & PLANNING

BY THE

SELF-STUDY STEERING COMMITTEE

PART THREE OF THE SELF-STUDY
"Strategies for Improvement"

Developing Strategies for Improvement is the final stage in the Self- Study process. This section requires the Steering Committee or a designated Part Three Committee to synthesize the findings in Part Two of the Self Study and to create lists of the school's perceived major strengths and areas for improvement as well as a comprehensive, well developed set of suggested action steps. These recommended actions, together with input from the recommendations that will be made later by the Visiting Team, should be incorporated into the school's development/strategic planning in the coming years.

It is recognized that overall responsibility for a school's development/strategic planning processes lies with school's governing body, as advised by the school leadership. Therefore, the suggested actions emerging from the Part Three work, when combined with the recommendations from the future Visiting Team, are intended to inform and enrich the strategic thinking and planning efforts of this highest decision making body.

After careful consideration of the Self-Study Reports submitted by the Part One Committee and all Part Two Committees (A to G), the Self-Study Steering Committee (or Part Three Committee) should write the following.

- A list of the school's Major Strengths in terms of close alignment with the Accreditation Standards

- A list of Major Factors Needing Strengthening to improve alignment with the Accreditation Standards.

- A set of suggested Major Actions, each with accompanying practical steps, which are designed to improve alignment with the Accreditation Standards.

- Narratives describing the school's existing planning process(es) and indicating how the recommended action steps will be incorporated into those planning processes.

Part Three provides opportunity for the school to demonstrate its capacity to articulate the strengths on which it can build, to identify its needs for improvement, and to articulate specific actions for improving the degree of its alignment with the CIS/NEASC Accreditation Standards.

The Strategies for Improvement that are outlined here relate directly to the school's alignment with the CIS/NEASC Accreditation Standards, but it is recognized that a school may have other visions and goals that may be equally significant to enhancing the educational experience for students and to realizing the mission of the school. To foster whole school thinking, to minimize duplication of effort, and to enhance efficiency of planning efforts, schools are expected to merge the planning efforts that respond to CIS/NEASC concerns with the development/strategic planning that is part of their normal routines.

Detailed Guidelines for creating the Part Three Report can be found in the separate Reporting Booklet where the corresponding Self-Study Committee should write its report. Please note there is also a final section to be used by the future Visiting Team when it responds to the Part Three Report.