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STANDARDS AND INDICATORS

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GLOSSARY OF TERMS

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.).

PART TWO - SECTION A: SCHOOL GUIDING STATEMENTS 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.

INDICATORS RELATED TO STANDARD A1

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.

INDICATORS RELATED TO STANDARD A2

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.

INDICATORS RELATED TO STANDARD A3

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 programs, and the students admitted to and remaining at the school.

INDICATORS RELATED TO STANDARD A4

A4a

The school's promotional materials and activities project a realistic picture of the school and its mission, objectives and programs, 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 programs offered.

PART TWO - SECTION B: TEACHING & LEARNING 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.

INDICATORS RELATED TO STANDARD B1

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 programs 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.

INDICATORS RELATED TO STANDARD B2

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.

INDICATORS RELATED TO STANDARD B3

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.

INDICATORS RELATED TO STANDARD B4

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.

INDICATORS RELATED TO STANDARD B5

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.

INDICATORS RELATED TO STANDARD B6

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.

INDICATORS RELATED TO STANDARD B7

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.

INDICATORS RELATED TO STANDARD B8

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.

INDICATORS RELATED TO STANDARD B9

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.

INDICATORS RELATED TO STANDARD B10

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 program.

PART TWO - SECTION C: GOVERNANCE & LEADERSHIP 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.

INDICATORS RELATED TO STANDARD C1

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.

INDICATORS RELATED TO STANDARD C2

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 recognizes 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.

INDICATORS RELATED TO STANDARD C3

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 program.

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 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.

INDICATORS RELATED TO STANDARD C4

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 favoritism 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 on 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.

INDICATORS RELATED TO STANDARD C5

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 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 programs, services, and activities, to support fulfillment of the mission and objectives, and to ensure student protection and well-being.

INDICATORS RELATED TO STANDARD D1

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, program 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 workloads 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 program needs to ensure that the school can implement programs 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.

INDICATORS RELATED TO STANDARD D2

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 behavior.

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.

INDICATORS RELATED TO STANDARD D3

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.

INDICATORS RELATED TO STANDARD D4

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 behavior
- 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 enhance 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 program of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.

INDICATORS RELATED TO STANDARD D5

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 program 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 STANDARDS & INDICATORS

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 programs.

INDICATORS RELATED TO STANDARD E1

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 programs.

E1b

The learning needs of students enrolled in the school are adequately supported by clearly defined and effective referral systems and screening programs.

E1c

On-going assessment procedures monitor the extent to which any given student is benefiting from school programs, 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 programs that are delivered by suitably qualified personnel.

INDICATORS RELATED TO STANDARD E2

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 program.

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 program with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.

STANDARD E3

Effective language support programs shall assist learners to access the school's formal curriculum and other activities.

INDICATORS RELATED TO STANDARD E3

E3a

Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programs 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.

INDICATORS RELATED TO STANDARD E4

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 programs are supported by clearly documented policies and procedures to ensure that community members understand the scope of programs 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 program 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 programs, 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.

INDICATORS RELATED TO STANDARD E5

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 programs, 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 STANDARDS & INDICATORS

STANDARD F1

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

INDICATORS RELATED TO STANDARD F1

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 programs 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 behavior, 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.

INDICATORS RELATED TO STANDARD F2

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, programs, 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 programs and activities which complement the formal curriculum in supporting the school's Guiding Statements.

INDICATORS RELATED TO STANDARD F3

F3a

The development and delivery of the school's complementary programs 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 programs 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.

INDICATORS RELATED TO STANDARD F4

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 program 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.

F4h

The culture within the boarding program 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 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 programs.

INDICATORS RELATED TO STANDARD G1

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 long-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 programs 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 programs.

G1e

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

G1f

The insurance program 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 programs required to put the school's Guiding Statements into practice.

INDICATORS RELATED TO STANDARD G2

G2a

The school's facilities/equipment provide for effective delivery of educational programs 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 programs.

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.

INDICATORS RELATED TO STANDARD G3

G3a

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

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 programs, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.

INDICATORS RELATED TO STANDARD G4

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 - program 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 program. 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.