



**THE
PRELIMINARY / PREPARATORY
VISIT**

*This booklet is based on the 7th Edition of the
NEASC Institutional Evaluation Guide
for American/International Schools Guide to School Evaluation and Accreditation*

THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

*Compatible with 7.02
September 2006*

TABLE OF CONTENTS

	Page
Foreword	
Chapter 1 An Introduction to the Preliminary/Preparatory Visit	4
Chapter 2 An Overview of the Accreditation Process	6
Chapter 3 The Standards for Accreditation	12
A. Philosophy and Objectives	13
B. Curriculum	16
C. Governance and Management	21
D. Staff	26
E. Student Support Services	30
F. Resources	35
G. Student and Community Life	41
Chapter 4 Preliminary/Preparatory Visit: Assessing the Readiness of the School	44
Chapter 5 Preliminary/Preparatory Visit: Preparing the School for the Self-Study and Team Visit	46
Chapter 6 Sample Preliminary Visitor's Report	47

FOREWORD

This booklet is one of a series designed as supplements to the 7th Edition of the *NEASC Guide to School Evaluation and Accreditation*, henceforward referred to as *The Guide*. The series provides more detail about each stage of the accreditation process and offers practical advice (with illustrative examples) to schools and to Visitors.

This particular booklet is designed for Preliminary/Preparatory Visitors and for schools about to undergo such visits. The current version was produced by Dorothy Galo, Bob O'Donnell, and Pete Woodward of NEASC/CAISA.

We trust that Visitors and schools will find this document to be a useful supplement to *The Guide*, and we wish you good luck in the drive for school improvement.

Jacob Ludes, III
Executive Director
NEASC

September 2006

CHAPTER 1: AN INTRODUCTION TO THE PRELIMINARY / PREPARATORY VISIT

The Preliminary Visit is the term used for the initial stage in the process of accrediting a school for the first time. The Preparatory Visit is the initial stage in the process of re-accrediting a school which currently holds accreditation.

The Preliminary/Preparatory Visit is seen as being of extreme importance to the whole Accreditation process, and for this reason is normally carried out by two experienced evaluators, one from each agency. The Visitors are appointed after discussion with the chief administrator of the school. The time of the Visit and all other details will be similarly agreed.

The main purposes of the Preliminary/Preparatory Visit are:

- To gain sufficient knowledge of the school to assess its readiness to undertake the Accreditation process.
- To prepare the school for the Self-Study aspect of the accreditation and for the subsequent Team Visit.
- To agree a timescale and details for the self-study and subsequent team visit

These broad purposes are examined in more detail in Chapters 4 and 5 of this booklet, while Chapters 1 and 2 provide an Overview of the Accreditation Process and a list of the Standards for Accreditation. Chapter 6 offers further help in the form of a Sample Preliminary/Preparatory Visitors' Report.

The Preliminary/Preparatory Visit requires careful prior organization. Well in advance, the school will receive a request to submit a certain amount of Prior Information to NEASC as well as directly to the Visitors. The Visitors should contact the Head of School well beforehand to agree on a schedule for the Visit, which normally requires at least two full working days on site. The schedule should include considerable time for the Visitors and the Head of School to discuss:

- the Standards for Accreditation (the Head is requested to study these carefully beforehand while filling in the Prior information Request Form)
- pertinent issues at the school which may impact either the school's status with respect to meeting the standards or its ability to complete a comprehensive self-study and/or host a Team Visit
- the proposed timetable and organizational structure for the Self-Study
- the proposed date and organization of the Team Visit
- the recommended size and composition of the Visiting Team

In addition, the Visitors must explain the Accreditation Process in separate meetings with:

- the Board or its representatives
- the Self-Study Steering Committee Chair and members (if already appointed)
- the entire teaching staff
- the support staff or their representatives
- parent representatives
- student representatives

The meeting with the teaching staff, at which the most detailed explanation of the accreditation process will be given, is best scheduled during or at the end of the first day of the Visit.

After the Visit, the Visitors submit a report to the CAISA Commission. The agencies will decide whether to award candidate status to new applicants or, in the case of accredited schools, to proceed with the next stage of the accreditation cycle. The agencies will communicate its decision to the school and forward a copy of the Visitors' Report.

CHAPTER 2: AN OVERVIEW OF THE 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 adherence to 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.

A. The Accrediting Agency

On request NEASC may undertake an evaluation in collaboration with another accrediting association, in which case the school produces one Self-Study and hosts one Team Visit. The Chair and Co-Chair, representing the association, convey the recommendations of the Team to their respective organizations. Each association makes its own independent decision with regard to the possible accreditation of the school.

B. Purpose of the Accreditation Program

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 to the quality of education at the evaluated school.

C. Criteria for Evaluation

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

1. The School's own Philosophy and Objectives

Each school is required to have a clear statement of Philosophy and Objectives and is evaluated in terms of how successful it is in meeting its own stated purposes.

2. The Standards for Accreditation

Each school is required to meet a set of written standards in each area of its operation. These common standards have been developed and endorsed by educational peers representing the accrediting organisation(s).

The Standards are designed to reflect the characteristics of a high quality educational experience. 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 a school will be evaluated against prescribed standards but in terms of its own Philosophy and Objectives and that the school's programmes are appropriate to its unique demography.

D. Outline of the Accreditation Process

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

1. The Preliminary/Preparatory Visit

A school seeking accreditation for the first time hosts a *Preliminary Visit*, usually lasting two to three days and normally involving one or two visitors. 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 re-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.

2. The Self-Study

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 from the opinion surveys applied to all constituent groups in the school community and then generating a school profile. In Part Two, the school conducts a searching review of its own operations with each self-study committee using the results of the recently completed data collection and profile and its own philosophy and objectives as the starting point 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 adherence to the stated Standards.

A	Philosophy and Objectives
B	Curriculum
C	Governance and Management
D	Staff
E	Student Support Services
F	Resources
G	Student and Community Life

For each of the Sections A and C-G, an assigned self-study committee will collect, assemble and analyse certain requested data, complete a descriptive narrative or fact sheet, rate its current practice against the Indicators and the Standards for Accreditation, and write a statement of conclusions which will include plans for improvement in areas determined by the school to be weak or deficient with respect to the standard at hand.

For Section B, the school will assign a number of self-study committees to look at curriculum 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. In each of the many reports required for Section B, the school will use the same steps as those listed above for Sections A and C-G.

Part Three of the self-study will consist of a summary of the major conclusions of each of the committees, constructed by the Steering Committee.

A truly comprehensive self-study requires a considerable time commitment from all members of the school's teaching and management staff and also from a representation of parents, Governing Body members and students. NEASC intends 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.

3. The Team Visit

Following the completion of the self-study, the school is visited by a team of suitably qualified administrators and teachers drawn from other schools to represent NEASC.

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 Philosophy and Objectives, and the Standards for Accreditation.

It is worth emphasizing here that during the course of the visit, *no* assessment should be made of 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, not to assess the qualities of individual teachers.

The Team will write a detailed report which will address every part of the self-study. For each of the Part Two Sections A and C-G, and the many Sections under B, the Team will offer a narrative of its findings and a set of commendations and recommendations. The Visiting Team Report will be sent to NEASC 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 both NEASC. The Team will not inform the school of its overall recommendation which strictly has the status of advice to NEASC

4. Decision on Accreditation

NEASC will each review carefully the Visiting Team Report and consider the recommendations of the Visiting Team relative to possible accreditation of the school. They will then make a recommendation upon which the two agencies will make separate decisions about accreditation. Though working together, there is no such thing as joint accreditation.

The agency may decide to:

- 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 decision is subject to appeal by the school. Adverse accreditation decisions are defined as denial of accreditation, placement on probation, postponement of accreditation, or termination of accreditation.

5. Subsequent Procedures

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

- a) The First Progress Report, prepared by the school at a date to be specified by NEASC (no later than 24 months from the Team Visit). This shall contain a summary of the recommendation responses already completed by the school and Action Plans for addressing the other recommendations of the Visiting Team. An on-site visit may be required at the option of NEASC.
- b) A Five Year Report that shows how the school has addressed the Visiting Team's recommendations following its own Action Plans. NEASC will also expect to see Action Plans for the coming period included in this report. Receipt of the school's report will be followed by an on-site visit by at least two persons, and they will themselves write a comprehensive report.
- c) Special Reports and/or Special Visits at any stage of the accreditation cycle if considered necessary

E. 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.

To some extent continuous improvement is already a goal of schools, but not at the level to which self-evaluation is taken during the writing of the self-study when the school is working to meet clearly stated external standards and demanding deadlines. 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 staff to meet collaboratively, often across disciplines and divisions of the school, to discuss issues, to identify concerns, and to propose improvements.

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 little interest to them. 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 both the Standards for Accreditation and the unique nature and concerns of International schools.

A plan for the future.

The Self-Study document, the Visiting Team Report, the First Progress Report and the Five Year Reports serve as a guide to planning for the school as it maps out its direction for the years ahead.

Affirmation of the school's needs.

It may be that Governing Body members, staff, management, students or parents have felt the existence of certain needs for some time. The Visiting Team Report will serve to validate concerns and to guide staff, Governing Body and administration in establishing priorities and developing action plans.

CHAPTER 3: THE STANDARDS FOR ACCREDITATION

The Standards are fundamental to the accreditation process given that:

- a) A school should use the Standards in making its own preliminary determination as to whether it is ready to seek Accreditation. The Indicators are intended to clarify the meaning of the standards.
- b) The Preliminary/Preparatory Visitors will use the Standards in assessing a school's readiness to undertake the Evaluation and Accreditation process. Schools are encouraged to suggest other or additional indicators of their compliance with the standard.
- c) The Standards are vital points of reference during the school's Self-Study process. Schools will rate themselves against both the indicators and the standards.
- d) The Visiting Team will use the Standards in evaluating a school and in deciding whether or not to recommend Accreditation (and what qualifications, if any, to put upon its recommendation). The Visiting Team will rate the school's adherence to the standards, but not the indicators.
- e) The Accreditation Agencies will consider the extent to which a school meets the Standards when making the final decision on granting or withholding Accreditation.

While the Standards for Accreditation are to be understood in one sense as minimum requirements, they are at the same time solid benchmarks. Any school which meets all of them in adequate measure will be a school of genuine quality, clearly meriting a seal of approval from the educational community.

Accreditation will not hinge on literal compliance with every detail of these Standards. A school will be judged in terms of the total pattern it presents, and departures may be compensated for by a school's overall quality. A school will, however, be expected to explain the reasons for departures and to provide evidence that the basic intent of the Standards is being observed. One source of that evidence is the related Indicators. Schools may offer other evidence.

A guiding principle of the NEASC Evaluation and Accreditation program is respect for the freedom of schools to determine their own goals and ways of implementing them. Hence the Standards are not intended to impose any specific philosophy but simply to state the generally accepted wisdom of the educational community as to what constitutes sound quality in any school, regardless of its particular philosophy. It is the intention that no school offering a broad general program of education of genuine quality should fail to come within the frame-work of these Standards.

N.B. It is the responsibility of the Head and other members of the school community to examine the Standards thoroughly and to draw the attention of the Preliminary/Preparatory Visitors to strengths and areas in need of strengthening, especially cases in which the school itself feels it may have difficulty in meeting the Standards.

NEASC STANDARDS AND INDICATORS
from the
GUIDE TO SCHOOL EVALUATION AND ACCREDITATION
SEVENTH EDITION

SECTION A: PHILOSOPHY AND OBJECTIVES

Section A: INDICATORS RELATED TO STANDARD ONE

- 1a The Philosophy and Objectives Statement defines the core values and mission of the school.
- 1b The Philosophy and Objectives Statement addresses the needs of students, and some indication of the ways in which the school intends to meet them.
- 1c The Philosophy and Objectives Statement establishes expectations for high quality education.
- 1d The school's admissions policies and procedures require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is a reasonable match between a student's needs and the program offered.
- 1e On-going assessment procedures monitor the extent to which any given student is benefiting from school programs. If a student is not benefiting from the program, clear and effective procedures assist such an individual to find a more appropriate education.

Section A: STANDARD ONE

The school shall have a clear and effective written statement of its philosophy and objectives, appropriate for the students it serves

Section A: INDICATORS RELATED TO STANDARD TWO

- 2a The Philosophy and Objectives Statement was created by a process involving input from the broad school community.
- 2b The Philosophy and Objectives Statement is widely published in all major school documents, and is appropriately displayed on school premises.
- 2c Promotional documents and activities project a realistic picture of the school.
- 2d Promotional documents and activities provide parents with an adequate basis for appraising the suitability of the school for their children.
- 2e There are periodic reviews of the Philosophy and Objectives which involve the broad school community.

Section A: STANDARD TWO

The school's philosophy and objectives shall be generally known, understood and accepted by the governing body, school management, staff, parents, and students.

Section A: INDICATORS RELATED TO STANDARD THREE

- 3a Appropriate action planning procedures are in use to translate the Philosophy and Objectives into practice.
- 3b Appropriate procedures are used to monitor the effectiveness of the Philosophy and Objectives in the life of the school.
- 3c Appropriate reference is made to the Philosophy and Objectives in decision-making processes.
- 3d Effective procedures are used to collect and analyze hard data and opinions to determine the school's degree of success in achieving the aspirations expressed in its Philosophy and Objectives.
- 3e Effective procedures are used to enable the school to react positively if evidence shows that the aspirations expressed in the Philosophy and Objectives are not being achieved.

Section A: STANDARD THREE

There shall be procedures which enable the school to determine its degree of success in putting its Philosophy and Objectives into practice.

Section A: INDICATORS RELATED TO STANDARD FOUR

- 4a The Philosophy and Objectives Statement is consistent with the spirit of the United Nations Universal Declaration of Human Rights.
- 4b In practice, the school operates within the spirit of the United Nations Universal Declaration of Human Rights.

Section A: STANDARD FOUR

The school's Philosophy and Objectives shall lead the school to act within the spirit of the United Nations Universal Declaration of Human Rights.

Section A: INDICATORS RELATED TO STANDARD FIVE

- 5a The Philosophy and Objectives Statement clearly states the school's commitment to promoting international and intercultural experiences for its students.
- 5b In practice, all students at all levels are receiving experiences in internationalism and inter- culturalism through the formal curriculum and/or activities program offered at the school.

Section A: STANDARD FIVE

The Philosophy and Objectives shall commit the school to promoting international and inter-cultural experiences for its students.

SECTION B: CURRICULUM

Section B: INDICATORS RELATED TO STANDARD ONE

- 1a Curriculum design and delivery are consistent with the school's philosophy, objectives, and policies.
- 1b The curriculum reflects school policies on:
 - i. admissions and placement
 - ii. student assessment
 - iii. student records
 - iv. reports on student achievement

Section B: STANDARD ONE

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's philosophy, objectives and policies.

Section B: INDICATORS RELATED TO STANDARD TWO

- 2a Written curriculum materials indicate the scope and sequence for each course/grade.
- 2b Written curriculum materials specify expected learning outcomes in terms of what students should know, understand and be able to do.
- 2c Written curriculum materials include references to the methodologies that are used.
- 2d Written curriculum materials include information about teaching materials and resources.
- 2e Written curriculum materials indicate assessments to be used to measure student progress.
- 2f Written curriculum materials include references to links within and across disciplines.

Section B: STANDARD TWO

The curriculum shall be comprehensively documented.

Section B: INDICATORS RELATED TO STANDARD THREE

- 3a The curriculum is appropriately balanced.
- 3b The curriculum ensures that all students can profit from school offerings.
- 3c All students are challenged by the content of their courses.
- 3d The professional staff demonstrates a thorough understanding of the patterns of physical, intellectual, social and emotional growth of students.

Section B: STANDARD THREE

Curriculum design shall provide for the varied developmental, academic, social, physical and emotional needs of students.

Section B: INDICATORS RELATED TO STANDARD FOUR

- 4a Teachers meet regularly with colleagues in other school divisions to strengthen vertical curriculum articulation.
- 4b Teachers meet regularly with colleagues in other disciplines to strengthen links across disciplines.
- 4c The curriculum includes multi-disciplinary experiences and/or activities, where appropriate.
- 4d There is clear designation of responsibility for over-seeing effective curriculum planning, design and implementation.

Section B: STANDARD FOUR

The curriculum shall be articulated vertically and horizontally throughout the school to ensure continuity within and among divisions and disciplines.

Section B: INDICATORS RELATED TO STANDARD FIVE

- 5a Local cultures are incorporated into the curriculum in appropriate ways.
- 5b The cultural diversity of the community is used to enrich the curriculum.

Section B: STANDARD FIVE

The curriculum shall utilize the cultural diversity of the host country and the school community to enhance the educational experiences of students.

Section B: INDICATORS RELATED TO STANDARD SIX

- 6a The curriculum emphasizes the processes of gathering, organizing, presenting and applying ideas and information.
- 6b The curriculum provides experiences in critical thinking and problem solving skills.
- 6c The curriculum provides opportunities for students to develop awareness of their own learning styles.

Section B: STANDARD SIX

The curriculum shall develop those skills and abilities which will prepare students for lifelong learning.

Section B: INDICATORS RELATED TO STANDARD SEVEN

- 7a The school provides relevant professional development to assist teachers in designing and developing curriculum.
- 7b The school provides professional development in content areas relevant to teachers' assignments.
- 7c The school provides professional development to assist teachers in improving pedagogy.

Section B: STANDARD SEVEN

The school shall provide ongoing professional development to improve implementation of the curriculum.

Section B: INDICATORS RELATED TO STANDARD EIGHT

- 8a Teaching methods vary according to the nature of the subject matter.
- 8b Teachers create stimulating learning environments to engage students.
- 8c Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.
- 8d Teaching methods provide appropriately for students for whom English is not the first language.

Section B: STANDARD EIGHT

The teaching staff shall implement the curriculum through a range of approaches and teaching strategies that recognize diverse learning styles.

Section B: INDICATORS RELATED TO STANDARD NINE

- 9a Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).
- 9b Appropriate paraprofessional support is assigned to assist teachers.
- 9c Class sizes are appropriate to the subject or grade.
- 9d The school provides appropriate texts and/or other print materials for curriculum implementation.
- 9e Appropriate technology resources are available to enhance teaching and learning.
- 9f Appropriate specialized equipment is available to support implementation of the curriculum.
- 9g Teaching, storage and work spaces are appropriate to the subjects and students taught.

Section B: STANDARD NINE

The school shall provide appropriate support and resources to implement the curriculum.

Section B: INDICATORS RELATED TO STANDARD TEN

- 10a Expected learner outcomes are shared with parents and students.
- 10b Grading standards and criteria are clearly stated.
- 10c Lesson planning reflects clearly defined learner outcomes and previously communicated expectations.

Section B: STANDARD TEN

Teachers shall establish and communicate clear expectations to students and parents.

Section B: INDICATORS RELATED TO STANDARD ELEVEN

- 11a Teachers prepare and apply assessment materials which ascertain students' achievement of desired outcomes.
- 11b Teachers analyze student performance through a variety of assessment models, such as: formal testing, self-assessment, peer review, projects, etc.
- 11c The school provides sufficient means to secure assessment instruments that compare student achievement with similar students elsewhere.
- 11d The school regularly monitors the quality of student assessment procedures.

Section B: STANDARD ELEVEN

The school shall regularly assess the effectiveness of teaching and learning.

Section B: INDICATORS RELATED TO STANDARD TWELVE

- 12a Staff members develop, review and revise the curriculum on a regular basis.
- 12b The school encourages pilot curriculum innovations, monitored by appropriate assessment techniques.
- 12c Staff members consider current educational thinking in revising curriculum and instruction.

Section B: STANDARD TWELVE

Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.

Section B: INDICATORS RELATED TO STANDARD THIRTEEN

- 13a Teachers use the results of student assessment to modify teaching and to improve learning.
- 13b Teachers use the results of student assessment in curriculum planning.

Section B: STANDARD THIRTEEN

Administrators and teachers shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.

Section B: INDICATORS RELATED TO STANDARD FOURTEEN

- 14a The school provides regular information on student achievement to help parents remain advised of their child's progress.
- 14b The school has a thorough, effective system of reporting on school and student performance.
- 14c The overall results of any standardized achievement tests are shared with the school community.

Section B: STANDARD FOURTEEN

The school shall record, analyze and report to appropriate members of the school community the results of school and student performance.

SECTION C: GOVERNANCE AND MANAGEMENT

Section C: INDICATORS RELATED TO STANDARD ONE

- 1a The governing body restricts its actions to the determination and the funding of policy, and the selection, retention and formal appraisal of the Head of School.
- 1b The governing body provides appropriate training for its members in the understanding and performance of their duties.
- 1c The governing body uses a clear evaluation system to regularly and rigorously appraise its own performance against its duties and pre-determined goals.
- 1d The governing body is so constituted that it can provide continuity for the school in the event of sudden change.

Section C: STANDARD ONE

The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity and effective support.

Section C: INDICATORS RELATING TO STANDARD TWO

- 2a There is a clear understanding by the governing body and the Head of School of their respective functions which are set out in written form.
- 2b The governing body makes policy decisions only after consideration of the Head of School's recommendations.
- 2c The governing body has developed a clear, written job description for the head.
- 2d The governing body and the head of the school enjoy a good working relationship.

Section C: STANDARD TWO

There shall be a co-operative and effective working relationship between the governing body and the Head of School.

Section C: INDICATORS RELATING TO STANDARD THREE

- 3a The Head of School is suitably qualified and experienced in education.
- 3b The Head of School provides leadership for the total school programme.
- 3c The governing body utilizes a clearly defined appraisal system for the Head of School, conducted with his/her full knowledge. Appraisal outcomes are reported in writing to the head who has the opportunity to discuss and appeal any aspects of the appraisal.
- 3d The Head of School has direct access to the governing body.
- 3e The Head of School has total responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the school staff.
- 3f The Head of School delegates the above functions, where appropriate, to the staff of the school.

Section C: STANDARD THREE

The Head of School, although accountable to a higher authority, shall be the responsible leader of the school.

Section C: INDICATORS RELATING TO STANDARD FOUR

- 4a The school has educational and financial plans for the short, medium and long term.
- 4b All plans have the financial implications clearly stated.
- 4c There are procedures to involve the staff in educational and financial planning.
- 4d Educational and financial plans are made known to the school community.
- 4e All plans are periodically reviewed and updated.

Section C: STANDARD FOUR

The school shall have educational and financial plans for the short, medium and long term, with strategies for accomplishing the school's goals and for assessing the effectiveness of the actions taken.

Section C: INDICATORS RELATING TO STANDARD FIVE

- 5a The governing body and the school management comply with all applicable statutes, government laws and regulations.
- 5b The governing body ensures that the school respects all local codes, fulfils its contracts, and settles its debts promptly.
- 5c The governing body avoids conflicts of interest, thereby setting an example for the school community.
- 5d The governing body provides protection for the school staff from community exploitation and unjust criticism.
- 5e All statements and representations relating to programs, services and resources are clear, factually accurate and current.
- 5f The governing body pursues all relationships with the school or staff members only through the Head of School.

Section C: STANDARD FIVE

The school shall observe legal and ethical principles in all its dealings with the school community.

Section C: INDICATORS RELATING TO STANDARD SIX

- 6a The governing body has a comprehensive and up-to-date policy manual.
- 6b Orientation and training sessions take place so that all members of the governing body understand policies and their implications.
- 6c The governing body arranges to publicize its decisions and deliberations by, for example, open meetings, newsletters, publication of the Governing Body minutes, etc.

Section C: STANDARD SIX

The governing body shall have clearly formulated policies set out in a policy manual to give consistency and order to its operations, and it shall ensure that these policies are understood by the school community.

Section C: INDICATORS RELATING TO STANDARD SEVEN

- 7a After appropriate consultation and debate, the governing body sets fee levels which ensure the ongoing financial stability of the school.
- 7b The Governing Body establishes the school's annual budget after appropriate consultation with the relevant constituents.
- 7c Any endowment funds are under the management of qualified financial managers, and the Governing Body supervises the endowment management.
- 7d The school regularly considers culturally appropriate means of raising additional funds.
- 7e The Head of School submits to the governing body, appropriate reports on financial matters.
- 7f The school maintains an adequate forecast of monthly cash flow to anticipate and provide for its obligations.
- 7g An annual external audit is performed by an independent auditing firm.

Section C: STANDARD SEVEN

The financial resources of the school shall be capable of sustaining a sound educational program, consistent with its stated philosophy and objectives, and of providing for long-term stability.

Section C: INDICATORS RELATING TO STANDARD EIGHT

- 8a The financial affairs of the school are competently managed, and published budgets shall be made available to duly authorized persons.
- 8b The financial management of the school ensures that sound business and accounting practices are followed on the management and disbursement of funds.
- 8c School obligations for goods received, services rendered and debts incurred are discharged promptly in accordance with agreements, contracts and/or sound business practice.
- 8d The school's insurance program is comprehensive and provides for necessary risk and liability coverage for employees and members of the governing body/ownership.
- 8e Insurance coverage is reviewed periodically with respect to risks, liabilities and obligations.
- 8f Personnel handling institutional funds are bonded.

Section C: STANDARD EIGHT

The management of the school's finances shall be, at all times, in accordance with the standards which operate in the host country and shall be consistent with best practice in international schools.

Section C: INDICATORS RELATING TO STANDARD NINE

- 9a Normally, changes in fees are communicated to parents early enough to allow parents to make arrangements to change schools if necessary.
- 9b Total servicing of long-term debt, including both interest and principal payments, is apportioned to both present and future beneficiaries. Parents are informed of the percentage of tuition allocated for debt-service.
- 9c Billing procedures to parents are orderly, timely, and carried out in accordance with sound business practice.

Section C: STANDARD NINE

Parents or others enrolling students shall be informed in advance of the precise nature and scope of the financial obligations and be given an estimate of the total expenses.

SECTION D: STAFF

Section D: INDICATORS RELATED TO STANDARD ONE

- 1a The teacher-student ratio is adequate to provide meaningful learning experiences.
- 1b The Head of School assigns professional staff to those areas of teaching, and other work with students, for which they have professional competence.
- 1c The Head of School assigns reasonable work loads to members of staff.
- 1d There are procedures for identifying all staffing needs to ensure that the school can carry out its Philosophy and Objectives.
- 1e The Head of School ensures that all members of staff have adequate supervision.
- 1f The Head of School recruits and assigns a well-qualified staff.

Section D: STANDARD ONE

The school shall have management, teaching and support staff, sufficient in numbers and with the qualifications and competencies to carry out satisfactorily the school's programs, services and activities.

Section D: INDICATORS RELATED TO STANDARD TWO

- 2a Staff members work co-operatively to establish and maintain a positive school climate.
- 2b There are opportunities for the staff to be consulted on professional matters.

Section D: STANDARD TWO

The Head of School shall ensure that there is a co-operative working relationship with all staff to facilitate proper utilization of their abilities.

Section D: INDICATORS RELATED TO STANDARD THREE

- 3a The staff utilizes methods and practices which are consistent with the school's Philosophy and Objectives.
- 3b Staff members comply with all applicable statutes, government laws and regulations.
- 3c Members of the staff maintain a high level of preparation in their areas of responsibility.

- 3d Members of the teaching staff foster teaching-learning situations to meet the needs of the individual students.
- 3e Teaching staff are involved in the review of teaching and learning.

Section D: STANDARD THREE

Staff shall act professionally in carrying out all their duties and responsibilities.

Section D: INDICATORS RELATED TO STANDARD FOUR

- 4a School policies include:
 - i. a statement on non-discrimination
 - ii. provision for adequate staff development
 - iii. provision for the evaluation and accountability of staff
 - iv. a statement on Governing Body/staff relationship
 - v. procedures on recruitment, appointment, promotion and retirement
- 4b Written and available personnel policies and practices are in place which provide for:
 - i. reasonable workloads
 - ii. acceptable working conditions
 - iii. ethical treatment
 - iv. professional satisfaction
 - v. good general morale among all segments of the staff.
- 4c An updated staff handbook is available to all.

Section D: STANDARD FOUR

There shall be written and available personnel policies and practices for all staff.

Section D: INDICATORS RELATED TO STANDARD FIVE

- 5a The school makes clear the factors which are taken into account in calculating individual staff members' remuneration.
- 5b Compensation is paid to staff members promptly and in accordance with a pre-determined schedule made known to members in advance of employment.
- 5c The school provides to each member of staff a written contract or employment agreement in which all the basic controlling factors of salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or abrogation are stated. (Note: if legal requirements or school convenience dictate that not all these items be in the contract, then each individual is furnished with a supporting document which is part of the contract by reference).

- 5d There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.
- 5e Ethical practices of employment, including the handling of confidential personal information, are observed with respect to both individuals and other employers.
- 5f Remuneration levels are adequate, enabling the school to recruit and retain appropriate staff.

Section D: STANDARD FIVE

All staff shall be employed under written contracts which state the principal terms of agreement between members of staff and the governing body, and which provide for adequate salaries, and fringe benefits.

Section D: INDICATORS RELATED TO STANDARD SIX

- 6a The school utilizes an effective performance appraisal system for all staff.
- 6b The appraisal is conducted with the full knowledge of the staff member and is reported in writing in a document accessible only to defined individuals.
- 6c Members of the teaching staff assess their own performance on a number of factors including individual student growth and development.
- 6d The staff member has the opportunity to discuss and appeal against any aspect of the appraisal.

Section D: STANDARD SIX

There shall be a clearly defined and effective system of appraisal of staff, based on pre-determined and explicit criteria.

Section D: INDICATORS RELATED TO STANDARD SEVEN

- 7a The school provides staff development for all employees.
- 7b Staff members share responsibility with the school's management for the planning of programs for their professional growth.
- 7c Members of the academic staff develop and participate in innovative programs designed to improve teaching and learning.
- 7d Members of the teaching staff participate in curriculum development, the goals for which are identified annually by the school.
- 7e Prior to the opening day of school, the management provides for the orientation of new staff members to acquaint them with the school's Philosophy and Objectives, its program and facilities, and the host country
- 7f The school provides for induction and mentoring of staff wherever appropriate.

Section D: STANDARD SEVEN

The school shall have a program of professional development for staff related to appraisal procedures and other priorities identified by the school.

SECTION E: STUDENT SUPPORT SERVICES

Section E: INDICATORS RELATED TO STANDARD ONE

- 1a Identification of students who will benefit from support services is accomplished through referral by teachers, counselors or parents, or by screening programs within the school.
- 1b As part of the admissions process, the school secures relevant diagnostic information about individual student's abilities/disabilities and learning styles.
- 1c The school has a clearly defined referral system through which teachers are able to refer students experiencing academic difficulties.

Section E: STANDARD ONE

There shall be effective procedures for identifying the learning needs of students, both at admission and thereafter.

Section E: INDICATORS RELATED TO STANDARD TWO

- 2a The roles of management, teachers, and other personnel providing services to special needs students are defined and understood by the professional staff.
- 2b The special needs program ensures that all relevant professional staff, parents, and where appropriate, the student, are involved in the collaborative development of an Individualized Education Plan (IEP) or equivalent.

Section E: STANDARD TWO

If children with learning or other disabilities or remedial needs are admitted, the school shall provide specific curricula and programs to meet those needs.

Section E: INDICATORS RELATED TO STANDARD THREE

- 3a The number of special needs personnel is appropriate to the number of identified special needs students.

Section E: STANDARD THREE

The school shall have the trained special needs personnel needed to serve students with identified learning disabilities.

Section E: INDICATORS RELATED TO STANDARD FOUR

- 4a The school solicits information about unique talents and achievements of new students.
- 4b The curriculum and teaching practices include opportunities for high ability students to extend and enrich their learning.
- 4c The school offers specialized programs, or provides referral information about local community resources and programs, that accommodate exceptional talents and interests.

Section E: STANDARD FOUR

There shall be effective practices to address the needs of students of exceptionally high ability, achievement, and/or talent.

Section E: INDICATORS RELATED TO STANDARD FIVE

- 5a ELS staff has specific preparation in the teaching of English as a Second (or Other) Language.
- 5b All staff members are assisted with strategies to accommodate students who need English language support.
- 5c The program of studies in ELS is so designed that students learn the skills necessary to participate fully in mainstream classes.
- 5d There is a program of assessment of student development and accomplishment in the English language, the results of which are used for placement and exit decisions as well as for analyzing and strengthening the ELS curriculum.
- 5e Emphasis is placed on the use of the English language as the means by which other subjects may be learned, while encouraging students to maintain skills in their native language whenever possible.

Section E: STANDARD FIVE

If students whose native or first language is not English (and whose English is not sufficiently developed to follow the full school curriculum) are admitted, the school shall provide English Language Support ELS.

Section E: INDICATORS RELATED TO STANDARD SIX

- 6a The school has an appropriate number of qualified and/or experienced guidance personnel.
- 6b Counselling and help are available to students with academic problems.
- 6c Counselling and help are available to students with personal problems and emotional needs.
- 6d Career and college counselling and assistance with application procedures are available to secondary students.
- 6e Guidance records are adequate, accurate, up-to-date, and limited to items that are important to the guidance function.
- 6f School records are stored in a secure manner.
- 6g Student records, under proper safeguards, are available to the students, teachers and other staff members who need to use them

Section E: STANDARD SIX

The school shall provide appropriate guidance services, including academic and personal counselling as well as career/tertiary education advice for secondary students.

Section E: INDICATORS RELATED TO STANDARD SEVEN

- 7a The school has a schedule of regular reporting of student progress to parents.
- 7b The school includes parents, and students as appropriate, in decisions about student placement, progress, and post-secondary planning.
- 7c The atmosphere in the school encourages parental and student participation in the all-round educational process.

Section E: STANDARD SEVEN

The school shall work cooperatively with parents and keep them informed of the academic and social development and progress of their children.

Section E: INDICATORS RELATED TO STANDARD EIGHT

- 8a The school administers appropriate assessments upon admission to assist in the proper placement of a student.
- 8b The school facilitates access to the testing required for post-secondary planning and applications.

Section E: STANDARD EIGHT

The school shall provide opportunities for students to take all appropriate tests, including those for admission to institutions of higher education, and shall assist parents and students in processing required application materials.

Section E: INDICATORS RELATED TO STANDARD NINE

- 9a Governing Body policies and school practices demonstrate a concern for the health of building occupants.
- 9b The school has procedures for providing first aid in case of accident or illness on school premises or during school functions away from the school.
- 9c First aid supplies are readily available and easily accessible.
- 9d The school has effective protocols for securing assistance in more serious cases, including emergencies, and these are clearly communicated to students, parents, and all staff.

Section E: STANDARD NINE

The school shall provide adequate health care, and shall insure provisions for emergencies on-site and at school functions which take place away from the school premises.

Section E: INDICATORS RELATED TO STANDARD TEN

- 10a The school requires medical information for all students and staff members on entering the school, with regular updating thereafter.
- 10b Health information is shared on a "need to know" basis while respecting mandated confidentiality.
- 10c The school meets all local authority health requirements.

Section E: STANDARD TEN

The school shall have health policies which includes collection of medical information for all staff and students, immunization against common diseases and the maintenance of comprehensive records.

SECTION F: RESOURCES

Section F: INDICATORS RELATED TO STANDARD ONE

- 1a The dining room is large, clean and bright enough to provide a comfortable, attractive setting.
- 1b The kitchen is well designed and equipped; it is clean, bright and safe.
- 1c Food served at the school is nutritious, safe and appetizing.
- 1d Menus for school meals are well planned in accordance with sound dietary standards, and menus are readily available for inspection.
- 1e Adequate toilet and washing facilities are provided for food service personnel.
- 1f Adequate supervision is provided for dining facilities.
- 1g Suitable arrangements are made to cover threats to security.
- 1h Vehicles used in student transportation are modern, clean, well-maintained, properly licensed and insured.
- 1i Adequate supervision is provided on all school trips, including daily trips to and from school.
- 1j School trips are planned with due consideration for student comfort, welfare and safety.
- 1k There are carefully developed procedures and effective supervision of pupils in bus-loading areas and of all other students in transit.
- 1l School premises are kept in an acceptably clean state at all times of the school day.

Section F: STANDARD ONE

The school shall provide or arrange for such services as are required in support of its program offerings, and shall ensure that food, security, transportation, cleaning, and other services meet acceptable standards of safety and comfort.

Section F: INDICATORS RELATED TO STANDARD TWO

- 2a Staff function effectively in accordance with their assigned duties and job descriptions.
- 2b Staff are suitably qualified and experienced to carry out their duties.
- 2c Staff are appropriately attired, courteous and well-trained.
- 2d Staff are well supervised.
- 2e The functions of all staff are carried out with a minimum of disruption to the school.
- 2f Staff who prepare and serve meals undergo regular medical examinations to ensure that they are free from communicable diseases.

Section F: STANDARD TWO

Personnel employed to provide student services shall be adequate in number, have appropriate qualifications, and receive sufficient training to perform their functions effectively.

Section F: INDICATORS RELATED TO STANDARD THREE

- 3a The school shall have satisfactory procedures for evacuating the school buildings and for summoning assistance in case of fire or other emergencies.
- 3b Parents and teachers understand the procedures for emergency evacuations.
- 3c The school premises shall be maintained in a safe and healthy condition. An adequate number of fire extinguishers and other safety devices shall be available, including a satisfactory fire alarm system.
- 3d Buildings and facilities used to provide instruction and services meet the health and safety codes of local government authorities and the accrediting association(s).
- 3e The school meets all safety requirements of the local government authority responsible for health and safety in schools.
- 3f Facilities for preparing and serving meals meet appropriate standards of safety and cleanliness.
- 3g Certificates of inspection and regulations required by law are posted in prominent places as appropriate.

Section F: STANDARD THREE

The school shall meet safety requirements of the local authorities and of the accrediting association(s).

Section F: INDICATORS RELATED TO STANDARD FOUR

- 4a The Governing Body has established rules and policies governing access to and use of school resources.
- 4b The above mentioned policies are in written form and available to students, parents, and student services personnel.

Section F: STANDARD FOUR

Written rules and policies governing access to and use of school resources shall be available to the school community.

Section F: INDICATORS RELATED TO STANDARD FIVE

- 5a Governing Body policies contain references to the adequacy, maintenance and improvement of school facilities.
- 5b There are sufficient and appropriate instructional spaces to support properly the instructional program of the school:
 - i. classrooms
 - ii. laboratories
 - iii. studios
 - iv. physical education and sports facilities
 - v. other
- 5c All instructional spaces are appropriately furnished and equipped.
- 5d Instructional and service areas that involve noisy activities are isolated from quieter areas
- 5e Adequate storage areas are readily accessible for individual and general use.
- 5f The school site provides for present and future flexibility as the student body, educational program and/or technology changes.
- 5g Provisions are made for accommodating the handicapped.
- 5h The design of the building(s) facilitates the efficient movement of students.
- 5i The physical plant provides for an appropriate atmosphere for learning.
- 5j The administrative offices are well located, and provide appropriate spaces, both private and for the general public, for the total administrative function.

- 5k Heating and cooling systems of the buildings meet code requirements, and are regularly cleaned and inspected for operating efficiency and safety.
- 5l Permanent outdoor equipment is provided as needed, and is attractive and well-maintained.

Section F: STANDARD FIVE

The school grounds, buildings, technical installations, basic furnishings, and supporting equipment shall be adequate for effective support of the total school program.

Section F: INDICATORS RELATED TO STANDARD SIX

- 6a ICT provision is sufficient to support the curriculum.
- 6b ICT provision is sufficient to support the management functions of the school.
- 6c Computers are adequate in number and location to permit use by individuals and groups.
- 6d There is adequate maintenance and up-grading of all ICT hardware and software.
- 6e The school is equipped for networking and internet access.

Section F: STANDARD SIX

The school's Information and Communication Technology (ICT) shall appropriately support the school's operations.

Section F: INDICATORS RELATED TO STANDARD SEVEN

- 7a The location, space, lighting, furnishings and organization of the library/media centre make it an attractive and effective facility for students and staff.
- 7b Materials and equipment for the library/media centre are selected on the basis of their contribution to school programs.
- 7c The collection of books, periodicals, reference materials and equipment, including information technology, is adequate in quantity and quality to meet the goals of the educational program and the particular needs of an international school.
- 7d Materials are catalogued and well maintained.
- 7e The library collection includes books and periodicals to enhance the professional growth of staff.
- 7f Responsibilities for library/media centre management and related teaching are clearly designated.

- 7g Library/media centre staff have appropriate training.
- 7h The library/media staff is appropriate in size to encourage staff and student use of the facility and its resources.

Section F: STANDARD SEVEN

The library/media centre shall be conveniently accessible, be of adequate size, and have sufficient staff and resources to meet the educational needs of students and staff.

Section F: INDICATORS RELATED TO STANDARD EIGHT

- 8a Teachers and students are given orientation in the usage of materials and equipment in the library/media centre.
- 8b The librarian is involved in curriculum review and development.
- 8c The school curriculum includes a sequence of lessons in library use and research skills.
- 8d Library policies include a selection policy and policy for challenged materials.
- 8e Library guidelines promote faculty input as part of the selection process.
- 8f Policies and rules for library/media centre use are clearly posted and enforced.
- 8g There are mechanisms for evaluating the effectiveness of library services.
- 8h Logs and library records document the amount and nature of library use.

Section F: STANDARD EIGHT

The library/media staff shall provide an ongoing program of instruction in effective use of resource materials and equipment, and shall apply appropriate policies for library use and the means of assessing effectiveness.

Section F: INDICATORS RELATED TO STANDARD NINE

- 9a The electrical and any other power installations are adequate, and are regularly inspected and checked for operating efficiency and for safety.
- 9b Water and the sanitation systems are hygienic, well planned and maintained.
- 9c Buildings are of durable, fire-resistant material.
- 9d Fire-protection materials and equipment throughout the buildings, and especially in the boiler room, kitchens, and science laboratories, are adequate.
- 9e There is an adequate and accessible hydrant water supply for fire fighting in case of need.
- 9f Effective fire-alarm systems are installed, and are regularly tested to ensure they are in working order and audible throughout the premises.
- 9g Suitable emergency facilities and escape arrangements exist, and are maintained in working order.
- 9h Serious safety problems are reported to the Head of School with recommendations for action.
- 9i The school has a Health and Safety Committee which carries out an effective monitoring role.
- 9j The school has an effective system for the maintenance and repair of buildings, grounds and equipment.

Section F: STANDARD NINE

The facilities shall be maintained and operated in a manner that assures the safety and comfort of students and staff.

SECTION G: STUDENT AND COMMUNITY LIFE

Section G: INDICATORS RELATED TO STANDARD ONE

- 1a A climate of collaboration, mutual respect and friendship prevails at the school.
- 1b A range of activities which promote positive staff-student relationships is in operation.
- 1c The school's methods of supervision and its way of handling problems with individual students are well understood.
- 1d Decisions on student conduct are based upon published statements of expectations for behavior which also indicate the consequences of non-compliance and a mechanism for appeal.
- 1e Student information is treated with an appropriate degree of confidentiality.

Section G: STANDARD ONE

Relationships among the school management, staff and students shall be ethical, and shall be characterized by fairness and mutual respect among individuals and between groups.

Section G: INDICATORS RELATED TO STANDARD TWO

- 2a Effective publications are used to facilitate the flow of useful information from the school to students and parents on all appropriate issues of school life.
- 2b Effective forums exist for the two-way exchange of information between the school and students and parents.

Section G: STANDARD TWO

The school shall have processes and forums to enable students and parents to remain well informed on all appropriate issues of school life.

Section G: INDICATORS RELATED TO STANDARD THREE

- 3a Effective forums exist for the interchange of opinions between the school, students and parents.
- 3b The Governing Body and school management demonstrate an awareness of and sensitivity towards reasonable opinions held in all school sectors.
- 3c Parents and students have opportunities to provide input into decisions concerning the curricular and extra-curricular programs.

Section G: STANDARD THREE

The school shall have effective processes which enable students and parents to offer appropriate input before important decisions are made.

Section G: INDICATORS RELATED TO STANDARD FOUR

- 4a The curricular and/or co-curricular programs address the need to develop the "whole person".
- 4b The student activities program is appropriate in size and variety to serve the interests expressed by students.
- 4c The student activities program takes advantage of opportunities afforded by the school's location.
- 4d The student activities program takes advantage of the diversity of backgrounds of school managers, staff and students.
- 4e Students have opportunities to acquire and exercise social responsibility within and beyond the confines of the school itself through activities such as:
 - i. student government
 - ii. student publications
 - iii. community service
- 4f The curricular and/or co-curricular programs address issues of health and well-being.
- 4g The curricular and/or co-curricular programs address issues of respect for the environment.

Section G: STANDARD FOUR

The curricular and/or co-curricular program shall serve the broad needs and interests of the student body.

Section G: INDICATORS RELATED TO STANDARD FIVE

- 5a The school promotes positive interaction among members of its own community who have differing cultural, linguistic, and national backgrounds.
- 5b The school offers a variety of practical ways in which students can acquire and express intercultural and international awareness (Please see Appendix for more details).

Section G: STANDARD FIVE

The school shall actively promote intercultural and international awareness.

Section G: INDICATORS RELATED TO STANDARD SIX (For Boarding Schools only.)

- 6a There is a residential life philosophy and curriculum which takes full advantage of the opportunity to create a twenty-four hour, seven day a week educational environment.
- 6b A full program of activities is in place for weekends.
- 6c A residential orientation and training program exists for dormitory parents.
- 6d There is sufficient presence of adults in the dormitories so as to ensure a safe and well-supervised environment as well as to provide the opportunity of ever-deepening teacher/student relationships.
- 6e The program takes advantage of the ample opportunity to teach trust, respect of persons and property, and honesty in all matters.
- 6f Residential life takes advantage of the culture of the local community and promotes the international mission of the school.
- 6g The physical plant is appropriate for:
 - i. the number and nature of the boarding students
 - ii. the number and nature of the boarding staff
 - iii. the range of organized and casual activities undertaken in the residence
 - iv. the delivery of important additional services (e.g. laundry, meals, technology, etc.)
- 6h The dormitories and living spaces are warm and inviting, and therefore they create a sense of home and family.
- 6i Day and boarding students are well-integrated with one another.

Section G: STANDARD SIX (For Boarding Schools only.)

Residential services shall serve the best interests of all boarding students and staff.

CHAPTER 4: THE PRELIMINARY/PREPARATORY VISIT ASSESSING THE READINESS OF THE SCHOOL

In order to accomplish the first main objective of the Visit, the Visitors will wish to determine the extent to which:

- the school has a clearly formulated educational philosophy and set of objectives, expressed in a clearly written statement
- there is evidence that the school is actively striving for excellence
- the school staff (management, instructional, and supporting) is of such number and qualifications and so deployed as to provide satisfactorily for the school's operation
- the program of studies, in its overall content, design, implementation and assessment, and its academic and instructional policies reflects the school's philosophy and objectives
- the overall program, curricular and extra-curricular, is such as to provide students with all that is needed in the interests of general student development
- the school has sound organizational procedures, to include:
 - a Board policy manual
 - an admissions policy
 - staff, student and parent handbooks
 - maintenance of proper student, staff and institutional records
 - well-designed, rehearsed and effective plans of action in cases of fire, accident, medical or other emergencies
- the school provides or arranges for such transportation, food, residence, or other services as are required in support of its program, and ensures that these services meet acceptable standards of health, safety and comfort, fulfilling all applicable legal requirements
- instructional materials and equipment are adequate in quantity and appropriate in type to fulfil the basic needs of the school's instructional program
- the school grounds, buildings, technical installations, basic furnishings, and supporting equipment are appropriate to support the total school program
- the financial resources and management of the school are capable of sustaining a sound educational program consistent with its stated philosophy and objectives.
- student learning and performance and school practices and protocols are effectively assessed, with the results analyzed and used in planning improvements in the school's program

In making an assessment of the school's readiness to proceed the Visitors are required to pay close attention to the Standards for Accreditation listed in Chapter 3. NEASC will provide the Visitors with a copy of the Standards organized in the form of a handy *Aide Memoire* which will serve as a template to record notes from observations and interviews/discussions with appropriate school personnel, particularly the Head. The notes made during the interviews and observational activities will also be helpful in generating the written Report.

CHAPTER 5: THE PRELIMINARY/PREPARATORY VISIT: PREPARING THE SCHOOL FOR THE SELF-STUDY AND THE TEAM VISIT

In order to achieve the second major objective of the Visit and to ensure that everyone concerned is fully aware of what is expected, the Visitors will review with the school Head and such individuals or groups as may be appropriate, each of the following:

- The Accreditation process - its purpose and procedures.
- The NEASC instruments involved.
- The Self-Study process.
- The basic purposes and procedures of the Team Visit.

To assist with the above tasks, Visitors are provided with the following:

- two booklets entitled *The Self Study* and *The Team Visit* which must be left with the School to assist with the further stages of the Accreditation process
- a set of guidelines and a PowerPoint Presentation for the informative meetings to be held with various members of the school community

In preparing the school, the remaining essential tasks of the Visitors are as follows:

1. To establish a proposed schedule of dates for accomplishing the subsequent steps in the process, including the Team Visit.
2. To agree the size and general composition of the Team, including the fields of expertise which should be represented.

N.B. NEASC normally requires a minimum team size of eight members. Although an attempt is made to invite team members from areas close to the geographic location of the school, it should be noted that representatives from other member schools and from the USA will often be included.

3. To inform the school of any particular areas of its operations and/or facilities which in the Visitors' opinion are seriously deficient, and to suggest improvements which might be undertaken prior to the Team Visit. This information must be provided to the school verbally during the course of the Visit and/or in writing, following the Visit, in the Visitors' report.

N.B.

It is clearly not possible for the Visitors to evaluate a school as thoroughly as the Visiting Team or as the school itself through its Self-Study. The Visitors will attempt to serve the school as well as possible, within the limits of the Visit, by highlighting major areas for attention.

The school is again reminded of its duty to draw the Visitors' attention to any areas in which there is possible doubt as to whether the intent of the Standards for Accreditation can be met by the time of the Team Visit.

CHAPTER 6: A SAMPLE PRELIMINARY VISITORS' REPORT

Please note that the sample Report which follows is intended to be used as a model to guide Visitors. It is not the intention that the model be followed slavishly, since each Visitor will be an experienced evaluator and will bring a personal 'style' to the process. However, it is essential that all Reports adhere to the following basic structure and address the areas shown:

INTRODUCTION

This should contain brief descriptions of such features as:

- the school's history
- its current legal status and governance
- the span of grades and age-groups in the school
- nationalities and other important characteristics of the staff and students
- type(s) of curriculum offered
- school location and physical facilities
- the school's position in the accreditation process
- the conduct of the current Visit

PART ONE: ASSESSING THE READINESS OF THE SCHOOL

This part of the report refers to the current position of the school with regard to the Standards for Accreditation. It should be structured so as to refer to the usual Sections A to G in a Self-Study (Philosophy and Objectives, Curriculum, Governance and Management, etc.) and it should contain "Observations" and "Suggested Areas for Attention" for each Section. It is suggested that Visitors use the Standards *Aide Memoire* provided by NEASC to assist with this part of the report, as well as to give structure to formal discussions with those met at the school.

PART TWO: PREPARING THE SCHOOL FOR THE SELF-STUDY AND THE TEAM VISIT

This part of the report refers to the steps taken by the Visitors to ensure that the school is properly prepared for the subsequent steps in the process. It should include comments on:

- the members of the school administration, staff, and community who were contacted, and the topics of discussion
- the proposed schedule of dates for the Self-Study and Team Visit
- suggestions as to the size and general composition of the Visiting Team

PART THREE: CONCLUSIONS AND RECOMMENDATIONS

General concluding remarks and a recommendation with regard to candidate status, or the readiness of the school to pursue re-accreditation, are contained in this part of the report.

Note: A user-friendly diskette containing the above-described basic format for the report with ready typed rubrics can be provided to the Visitors by NEASC. It will facilitate organization and word-processing should this prove convenient.

* * * *

N.B. The Preliminary/Preparatory Visitors' Report is *not* to be left with the school. It is written for the information of NEASC and the Chair of the future Visiting Team. After it is reviewed by NEASC it is sent with a letter which informs the school whether or not it may proceed with the next step in the process.

NEASC

REPORT ON THE (PRELIMINARY) (PREPARATORY) VISIT TO

**THE INTERNATIONAL SCHOOL OF ENNYWEAR
(ISE)**

10th & 11th March 2004

On behalf of

The Council of International Schools

and

The New England Association of Colleges and Schools

(Preparatory) (Preliminary) Visitors

**For NEASC:
Francis Stallwood**

INTRODUCTION

The International School of Ennywear (ISE) was established in 1966 as a not-for-profit foundation to serve the international community in this town on Ennywear's southwest coast. This co-educational school now enrolls 500 students of 27 different nationalities, with the largest groups being from the USA, Spain and the UK.

ISE is governed by a self-perpetuating Board of Trustees. Six of its members are proposed by local companies related to the oil industry and by NATO – the two sectors from which the school draws a large majority of its clients. The seventh member is proposed to the Board following by an electoral procedure among parents. The Board appoints a Director to lead the school, and this post has been occupied since April 1995 by Dr. Ellen Smythe who has been involved with ISE in a number of roles since 1974.

The Director has created a Senior Management Team consisting of the Middle/High School Principal, the Elementary Principal and the Business Manager. Academic leaders in the school include a Curriculum Co-ordinator as well as Subject Heads and Co-ordinators.

The school has an academic staff of 70 people, with the largest groups coming from the USA, the UK and Spain. Significantly 25% of the staff comes from other nations, making this a very "international" teaching body.

ISE classes cover the full range from Pre-School (entry age 3 years) to Grade 12. The academic program is designed to address the following point in the school's Mission Statement:

Our goal is to enable students to succeed in continuing educational programs and to live as responsible and contributing citizens in a global community.

In the Primary School (Pre-School to Grade 5) the curriculum is drawn from elements typical of US, UK and Australian programs. In the Middle School (Grades 5 to 8) students follow a broad, school-based program with an emphasis on skills development. In the High School (Grades 9 to 12) students work towards the ISE High School Diploma, but may also prepare for IGCSE, US-based SAT AP testing, and the IB Diploma.

ISE is located in well appointed, purpose-built premises on a 10 acre campus. All academic areas are well resourced, and the school buildings and grounds offer multiple opportunities for a wide range of activities.

ISE was first accredited by NEASC in 1976. Re-accreditation by NEASC in conjunction with first-time accreditation by NEASC was awarded in 1987, and the school continued in accredited status with both agencies following a joint Team Visit in 1995. The last accreditation procedure to be carried out at AISE was submission of the Five Year Report in the Autumn of 1996, which was closely followed by the routine NEASC Five Year Visit.

In the Spring 2004 NEASC conducted a preparatory visit. ISE followed the protocols of the 7th Edition Guide for this preparatory visit.

The Visitors would like to both thank and congratulate ISE on the comprehensive

documentation included in the Prior Information and available on site. They would also wish to express their thanks for the efficiency with which meetings and interviews were organized while they were at the school.

The report which follows adheres to the usual format for NEASC Preparatory Visits. It is hoped that it will prove informative and useful to NEASC and to the school during the Self-Study, and to the Chair and Co-Chair of the Visiting Team when appointed.

The Report contains three main parts, as explained below:

Part One deals with the question of the readiness of the school, contains general information and addresses the 7th Edition Standards for Accreditation. It also informs NEASC and the school of those areas which, in the opinion of the Visitors, warrant particular attention prior to the Team Visit. It must be stated, of course, that the opinions expressed are those of two Visitors and, while they are intended to reflect accurately the information provided and views expressed by members of the school community, they must not be expected to be as comprehensive or thorough as the findings of a full Visiting Team. Any conclusions reached by the future Team will naturally take precedence over those expressed in this Preparatory Visitors' Report.

Part Two deals with those aspects of the Visit which were designed to ensure that the school is prepared for both the Self-Study and the Team Visit.

Part Three offers comments with regard to the school's current status within the accreditation process and incorporates general concluding remarks.

In completing this introduction the Visitors would again like to emphasise that their visit was made professionally effective and personally pleasant by the fine hospitality shown by all persons associated with ISE. High levels of cooperation and communication were observed at every stage of this process. The Visitors would like to thank all connected with the school, and particularly Dr. Ellen Smythe, the Director.

PART ONE ASSESSING THE READINESS OF THE SCHOOL

The information which follows has been sub-divided according to the section headings A to G used in the 7th Edition of the new Guide. Each section is further sub-divided under two headings:

- Observations (which are intended to address the Standards for Accreditation)
- Suggested Areas for Attention (if any).

SECTION A: PHILOSOPHY AND OBJECTIVES

Observations:

The first statement of the philosophy, objectives and mission was developed to meet the requirements of accreditation and self-study conducted during 1973-74. Since that time the statements have been reviewed on a regular basis. The ISE Board of Trustees adopted the most recent revision in June 2001.

The present statements consist of a mission, philosophy and objectives. The latter addresses ways in which the school will nurture the emotional, physical and developmental needs of its students; methods by which the school seeks to foster intellectual growth and positive multi-cultural relationships; and ways in which it seeks to provide a safe and pleasant environment. It also states measures for the maintenance of a strong governance model to ensure optimal operation of the school. All statements were developed with consultation from the entire school community.

According to its by-laws the school's Board of Trustees reviews the mission statement and philosophy and objectives at least every three years. The Preparatory Visitors saw and heard evidence from parents and staff that the philosophy and objectives is generally known and understood by the school community. The school regularly surveys its parents and other members of the school community to assess the degree of success with which it implements its philosophy and objectives. The school's mission statement aligns with the spirit of the United Nations Universal Declaration of Human Rights. The mission statement makes reference to providing an education in a multi-cultural environment and living in a global community.

The admissions policy for the school is clearly stated in the various parent handbooks and in the AISE Board policy manual.

Suggested Areas for Attention:

Although the current mission statement and philosophy and objectives was adopted in June 2001 they should again be reviewed by all sections of the community at the earliest stage of the self-study since they serve as the reference points by which the school's programmes are evaluated.

The school should continue its efforts to define and communicate the admissions policy for students with special learning needs.

SECTION B: CURRICULUM

Observations:

The Preparatory Visitors found much evidence that the school's curriculum is comprehensively documented and that an effective system for review is in place. By means of its curriculum committees (with representation from all grade levels) the school has a vehicle for promoting vertical and horizontal articulation. A curriculum council headed by a curriculum director oversees review and articulation.

Professional development activities and time are devoted to curriculum review. Staff input is sought in planning curriculum change and revision and in organizing activities for curriculum implementation. The 9th and 10th grade curriculum is based on IGCSE requirements, and the 11th and 12th grade curriculum is based on those for the IB Diploma.

Suggested areas for attention:

The school seems to be well aware of the accreditation requirements in the area of curriculum and appears to meet all of the recommended standards.

The organisational structure of the school will facilitate the completion of the required divisional curriculum reports and the vertically articulated subject area reports.

The school is reminded that the curriculum standards address curriculum delivery and assessment as well as curriculum design and documentation. The Visiting Team will look for evidence that speaks to the variety of teaching and assessment strategies that are in use at the school. As well, the school will be challenged as to how the results of assessment are used to modify practice and inform decision making.

SECTION C: GOVERNANCE AND MANAGEMENT

Observations:

As mentioned in the introduction to this report, the ISE Board of Trustees is essentially a self-perpetuating body made up of six members nominated by oil companies and the military (NATO) plus one member elected by the parents. The mobility implicit in the professions of most Board members means that relatively frequent changes take place in Board personnel. However the Board has effective training processes and well established operating procedures (comprehensive Board Manual c.f. Standard C6) which accommodate rapid turnover in membership. All documentation and all the conversations held by the Visitors suggest that the ISE Board indeed meets the standard that it provide the school with “sound direction, continuity and effective support”.

Board induction and orientation systems are very well developed at ISE. They emphasize the need for governance decisions to be in the interests of students.

Working relationships between the Director and the Board are of exceptionally high quality, and the former is seen by all as the responsible leader of the school. Working relationships between the Director and her Senior Management Team, and between that team and the rest of the staff, also seem to be positive. Communication systems and processes for appraisal are in place to promote effective and responsible governance and management practices.

The Board and Management are careful and prudent in their planning for the future of ISE. A document known as the Strategic Vision lays out in general terms the expected evolution of the school. The comprehensiveness of financial planning and management ensures that the school has the resources to realize articulated plans.

The Visitors has no doubt that ISE operates in a legal and ethical fashion as required by Standard C5. Operations are also efficient due to the high quality of the various manuals and other written guideline available for all levels of operations.

ISE is very well financed. The school owns its own buildings which stand on land granted to it by the local authority, and it enjoys access to a substantial reserve fund. Financial affairs also seem to be managed efficiently on a day-to-day basis. Budget consultations appropriately involve members of the management team who in their turn consult with curriculum leaders. An external annual audit of accounts is carried out, and insurance cover is regularly reviewed.

The school’s financial strength is in part due to the fact that fees for all “company-sponsored” students (who make up a large majority of those at the school) only need to be fixed after enrolment figures are known for a given school year. Although estimates are made in the Spring as draft budgets are being developed, company fee adjustments can be made in September to ensure a healthy financial result. Only the fees to be charged to the minority of “private paying” students need to be fixed and announced well in advance.

Suggested areas for attention:

While staff members speak positively about the Board’s good intentions for the school, some expressed the view that they would like the Board to take a slightly

higher profile in terms of getting to know teachers. The Board can appear rather “distant” to them on occasions.

The Strategic Vision document raises the possibility that ISE will need to attract a larger proportion of private paying students in the medium term. If this is so, the implications will require careful consideration and planning. One implication may be that alternative longer-term additional funding resources will need to be sought as it will be difficult for private fees to reach the level affordable by companies.

SECTION D: STAFF

Observations:

With its well qualified academic staff of 70 people, and with its well-trained support personnel, ISE certainly meets the requirements of Standard D1. Moreover, these individuals appear to operate as a collaborative team, and the Director and her management colleagues are to be congratulated on the way in which they encourage staff to best serve the interest of the school. Similarly staff are to be commended for their professional approach.

As previously stated, school documentation is of high quality and the area of staff policies and practices is covered by a multitude of handbooks and other written materials. However, the school's efforts to maintain good working relationships with its staff go beyond operational matters and extend to care for staff well-being in terms of health and fitness. For example the school provides staff with free fruit, access to a fitness room, and even a massage chair! These gestures help to produce a positive atmosphere at AISE which is the ideal background for effective teaching and learning.

Two main types of employment contract and salary scale are in use for ISE teachers, depending on whether they are classified as overseas or local hires. This distinction is necessary because of the different tax laws which apply to a foreigner initially and after a certain length of stay in Ennywear. ISE appears to have been successful in minimizing potential friction from this "local vs. overseas hire" situation.

Teachers are appraised by a well documented process which involves the Director or a Principal as the appraiser. The appraisal process is linked with professional development initiatives for which the school has a relatively generous budget (2% of income).

Suggested areas for attention:

The current move towards combining individual division handbooks for staff into an overall staff manual would seem to be a sensible way of avoiding repetition and possible variation.

The possible benefits of using, after suitable training, persons other than top managers as appraisers for teachers in some cases could be considered.

The appraisal system for support staff is perceived to be less effectively implemented than that for teachers, so this is an area for review.

SECTION E: STUDENT SUPPORT SERVICES

Observations:

In line with its mission statement the school makes a consistent effort to identify the special learning needs of its applicants. As part of the admissions procedure parents must sign permission for the school to access records and information from the student's prior school. An effective student study team at each level works to identify special learning needs of students already admitted. School administrators and the school nurse participate in all study team meetings. Once learning needs are identified, individual learning plans are formulated with input from staff and trained personnel who deliver special instruction and provide the impetus for on-going communication among staff regarding the students' needs.

English language support is provided, after assessment, to students whose English is not sufficiently developed to follow the full school curriculum.

The school has a health screening system in place, uses the resources of a doctor who is at the school one time each month, and also uses the resources of the local community. Health records are collected and stored by the school nurse who is a full time staff member. Immunization against diseases according to local standards is required. Defibrillators are available in several locations on the premises, and training in their use has been provided.

The school employs two guidance counsellors, one for elementary and middle students and the other for high school students. General school staff is supportive of the counselling program, and there is good clerical support for maintaining student records. Administration provides support in the form of opportunities and encouragement for professional development for staff.

The major thrust of counselling for high school students is college admissions. The school provided the visitors with an impressive list of post-secondary institutions to which last year's senior class had been accepted.

Suggested areas for attention:

In the area of health the school should refine and clarify its practices regarding availability to staff of confidential information on students' health needs.

A comprehensive program of career counselling should be considered for elementary and middle school students. Students reported that some of their peers meet with the elementary/middle school counsellor for personal counselling because of the high school counsellor's emphasis on the college counselling aspect of his role. If this is truly the case, consideration should be given to the availability of personal counselling at the high school level.

SECTION F: RESOURCES

Observations:

The school employs its own food services staff with a chef and manager (one person) in charge of all aspects of the school cafeteria. Chefs-in-training from Ennywear cooking schools also work in the school. Several choices of high quality meals are offered daily.

School security is given relatively high priority. Video surveillance cameras are in use to monitor school entrances, exterior doors are computer controlled and swipe-card operated, and an electronic key mechanism on interior doors is used to grant or deny access to given individuals to various parts of the school. Electronic burglar alarms are in place and agents from a contracted security company make night visits to the premises. However the caretaker and his staff, rather than any specialized personnel, would be expected to take any necessary measure should a security alarm be raised during the school day.

The school rents eleven coach-type buses for use in transporting students to and from school daily.

The building is cleaned by school employees and was observed to be in excellent condition throughout the day.

Safety issues appear to be taken very seriously at ISE. Local laws are strictly applied, and the school has a Work Environment Committee of elected teachers and *ex officio* members whose role is to ensure staff well-being, including safety.

With twenty-two computer workstations in the library/media centres and three other computer labs in the building, technology access is satisfactory for the needs of the students. Adequate on-site support is available.

Students in grades K through 5 are provided scheduled library/media sessions, and faculty members are in the process of refining the curriculum for these children. The collection is being updated with assistance from the subject department heads.

There is a substantial budget for buildings and grounds both for maintenance and upgrading.

Suggested areas for attention:

The ability of non-specialized staff to react to any foreseeable security difficulty during the school day should be kept carefully under review, and further training offered if it appears necessary in the future. In addition, "invacuation" procedures may need to be further defined and rehearsed.

The only questionable safety feature observed by the visitors on touring the school site was the poor quality of the air in the design technology room. This may or may not have been a temporary situation, but is worth reviewing.

Formal library orientation/introductory sessions are not provided for new staff or for secondary students. The school should review the adequacy of its student training, particularly in the area of student use of technology for research purposes.

SECTION G: STUDENT AND COMMUNITY LIFE

Observations:

Reference has been made elsewhere in this report to the high quality of relationships between and among school managers and teachers. The visitors also saw ample proof that relationships between the adults and the students in this community are extremely positive, and no one spoke more highly of the ISE staff than the members of the Student Council who met with the NEASC representatives.

ISE has developed a variety of ways of informing and listening to parents. These include Open House, Roundtable Forums at each school division, teacher newsletters, and the bi-weekly publication "The Informer" as well as the more traditional handbooks and manuals. School community members are also welcome to attend meetings of the Board's Education Committee. That body then sensibly refers curriculum matters to the Curriculum Council which is made up of professionals. Members of the parent group that met with the Preparatory Visitors warmly confirmed that all of these systems encourage two-way communication and exchange of ideas between AISE and its client families.

ISE also provides its students with forum time so that opinions may be passed on to the Student Council and thereby to school management. This is indeed a "listening school".

The visitors were impressed by the variety and depth of the student activities program available to complement the broad ISE curriculum. An impressive range of clubs and societies in a relatively small school serve student needs and interests in the fields of the arts, culture, sports, and community service. Parents and students praised the school and its staff for their contributions in these areas.

ISE promotes intercultural and international awareness in a wide variety of ways. Simply by touring the school corridors and observing displays of student work it becomes clear that the curriculum is rich in features and topics drawn from all over the world. Student study trips and linguistic exchanges are organized to other countries; sports competitions and drama events are attended around Northern Europe; the school celebrates many national, international and cultural festivals; and the MUN is operation at the school. The ethos in the school is one of curiosity about and celebration of the diversity of world nations and cultures.

Suggested areas for attention:

None at this time.

PART TWO
PREPARING THE SCHOOL FOR THE SELF-STUDY AND THE TEAM VISIT

During their stay on site the Visitors were able to tour the facilities, peruse documentation and discuss the Standards for Accreditation with groups or individuals from all school sectors. They were also able to explain the accreditation process in appropriate detail to meetings of the Board, the academic and support staff, student representatives and members of the parent body. A considerable number of members of the ISE community have prior experience in accreditation matters.

A copy of the 7th Edition of the *NEASC School Evaluation and Accreditation Guide* were left with the Director, as were a number of other documents related to the conduct of the Self-Study.

Timing:

The ISE Director and the Accreditation Coordinator requested that the Team Visit be brought forward from the expected date of Autumn 2004 to Spring 2004 in order not to lose the undoubted "momentum" which exists at the school with respect to the drive for re-accreditation. The Visitors are prepared to support this request given:

- a) the school's positive position with respect to all the Standards for Accreditation
- b) the high degree of preparation for self-study which is already evident at the school
- c) the fact that there will be a very small turnover staff at the end of this school year, enabling continuity in the self-study process from now until Spring 2004

The Preparatory Visitors therefore propose to NEASC this timeline:

ISE Re-Accreditation Timeline	
May 2004	Set up all Self-Study Committees. Begin work on Part One and Section A of Part Two
August 2004	Begin full Self-Study
Early Spring 2005	Complete and distribute the Self-Study Report
Late Spring 2005	Host the Team Visit

The Self-Study and Team Visit should be carried out using the 7th Edition of the NEASC protocol.

Team Size and Composition:

It was agreed with the Director that the Visiting Team to ISE should consist of nine members (including a NEASC Chair and Co-Chair) plus a secretary.

PART THREE: FINAL COMMENTS AND RECOMMENDATIONS ON THE STATUS OF THE SCHOOL

While emphasizing that the upcoming Self-Study will require internal review of all Standards and Indicators, the visitors are pleased to report that AISE appears to have in place all the features required for a good school including:

- a sound philosophical and theoretical base to its program
- strong leadership from the Board and Senior Management
- an enthusiastic, collaborative and effective academic and support staff
- a positive "climate" throughout the entire school community
- high quality premises, materials and equipment

Indeed the Preparatory Visitors were very impressed with all aspect of the school. ISE lives up to its stated aims, above all in delivering a strong curricular and co-curricular program to its students. It is a well organised yet un-regimented institution in which the welfare of individuals really matters. In this climate teachers and students can successfully pursue their aims of teaching and learning.

The Visitors have no hesitation in recommending to NEASC that ISE be granted candidate status for re-accreditation, and that it thereby be given leave to proceed to the self-study and team visit stages of the process following the timeline shown in Part Two.

While once again extending their thanks to the school and its Director, the Visitors would like to wish the entire ISE community well. This is a fine school that seems destined to be in an extremely strong position with respect to the Standards when the Visiting Team arrives.

Respectfully submitted to CAISA-NEASC

Francis Stallwood for NEASC
March 2004

Gary Pike for NEASC
March 2003