

**New England Association
of School and Colleges**



School Improvement through Accreditation

**“Journey to Excellence
in
International Education”**

The Main Guide to School Evaluation and Accreditation

8th Edition

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

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(US Spelling)*

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Use of Data

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

TABLE OF CONTENTS

	Page Number
FOREWORD	3
GLOSSARY OF TERMS	4
OVERVIEW	5
PART ONE	9
School Profile and Analysis of Opinion Surveys	10
PART TWO	12
Guidelines and Instructions	13
Section A – School Guiding Statements	15
Section B – Teaching & Learning	18
Section C – Governance & Leadership	24
Section D – Faculty & Support Staff	27
Section E – Access to Teaching & Learning	30
Section F – School Culture & Partnerships for Learning	33
Section G – Operational Systems	36
PART THREE	39
Strategies for Improvement	40
APPENDICES	41
Appendix for Section A	42
Appendix for Section B	45
Appendix for Section C	49
Appendix for Section D	53
Appendix for Section E	56
Appendix for Section F	59
Appendix for Section G	62

FOREWORD

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

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

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

In addition, there are practical changes:

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

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

As the President/CEO of NEASC, I am pleased to endorse this 8th Edition Guide, *Journey to Excellence in International Education*, and I recommend it to all who hold a genuine interest in school improvement.

Cameron C. Staples
New England Association
of Schools and Colleges

GLOSSARY OF TERMS AS USED IN THIS GUIDE

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

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

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

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

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

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

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

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

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

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

AN OVERVIEW OF THE SCHOOL EVALUATION & ACCREDITATION PROCESS

Introduction

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

1. Accrediting Associations

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

2. Purpose of the Accreditation Program

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

3. Criteria for Evaluation

The evaluation process is based upon NEASC accreditation/eligibility requirements which can be accessed at this web address: http://caisa.neasc.org/about_accreditation/eligibility_requirements/

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

(i) The School's own Guiding Statements

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

(ii). The Standards for Accreditation

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

The Standards and their accompanying Indicators can be accessed at this web address:
http://caisa.neasc.org/downloads/Resources_for_Schools/8th_EDITION_STANDS_INDICS.pdf

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

4. Outline of the Accreditation Process

Please see also separate, specific booklets giving more details on these stages.

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

(i). 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 two visitors, one from each of the two accrediting associations. The purposes of the visit are

both to clarify the various aspects in the accreditation process and to ascertain the school's readiness to undertake the self-study. When the school concerned is seeking 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.

(ii). 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, including outcomes from opinion surveys applied to all constituent groups in the school community. In Part Two, members of the school community conduct a searching review of school operations. Each self-study committee using the Part One data, the Accreditation Standards and Indicators, and the School Guiding Statements as the starting points for its work.

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

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

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

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

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

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

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

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

(iii). The Team Visit

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

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

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

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

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

(iv). Decision on Accreditation

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

- a. Award Accreditation or Re-accreditation.
- b. Award Accreditation or Re-accreditation with specific qualifications.
- c. Postpone Accreditation or Re-accreditation for some specified reason(s).
- d. Not award Accreditation or Re-accreditation.

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

(v). Subsequent Procedures

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

- a. The routine Two Year Report on Progress and Planning from the school. This shall contain a summary of the school's existing responses to the Visiting Team's Significant Recommendations and Action Plans for addressing those which have still not been addressed.
- b. The routine Five Year Report on Progress and Planning from the school. This shows how the school has addressed the Visiting Team's Significant Recommendations, summarises the school's current status with respect to its Guiding Statements, the Accreditation Standards & Indicators, and its own Action Plans. Receipt of the school's report will be followed by a routine on-site visit by at least two persons, typically one visitor from each association. They will write a comprehensive Five Year Visitors' Report.
- c. Special Reports and/or Special Visits at any stage of the accreditation cycle if considered necessary

5. Benefits of the Accreditation Process

The award of accreditation itself.

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

The opportunity for self-assessment and school improvement.

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

The opportunity for improved intra-school contact and understanding.

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

The opportunity to receive an external assessment.

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

A plan for the future.

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

Affirmation of the school's needs.

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

PART ONE

THE SCHOOL PROFILE

AND

ANALYSIS OF OPINION SURVEY RESULTS

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

PART ONE

INTRODUCTION

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

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

The Part One Report will consist of two main components:

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

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

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

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

SCHOOL PROFILE

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

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

THE SURVEYS

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

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

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

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

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

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

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

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

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

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

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

PART TWO

THE WORK OF SELF-STUDY COMMITTEES A TO G

GUIDELINES FOR PART TWO OF THE SELF-STUDY

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

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

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

- A separate report on each identifiable “horizontal” component of the school, as determined by the school itself (e.g. Elementary, Middle and High School).
- A separate report on each “vertical” subject area, as determined by the school itself, to operate across the entire age range of the school (e.g. Mathematics, Natural Sciences, Creative Subjects, Modern Languages, etc).
- One separate “vertical umbrella” report summarising the findings in the various individual vertical subject reports.

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

INSTRUCTION FOR USING THE REPORTING BOOKLETSS

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

SSC Preparation Step

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

SSC Steps (i) to (v)

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

SSC Step (i)

On the basis of the evidence, the committee should rate the school’s alignment with the Indicators for a given Standards using these abbreviations:

WA	Widely Aligned
PA	Partially Aligned
NA	Not Aligned

SSC Step (ii)

The committee should then rate the school’s alignment with the Standard, using this progressive scale 1 to 4.

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

SSC STEP (iii)

The Committee should write a short analytical summary, with a list of supporting evidence, of the ways in which the school is aligned with the Standard.

If appropriate, but not as a substitute for an analytical summary, cross references within this report or hyperlinks to other documents could be used. Any hyperlink should lead to a very specific piece of evidence, not simply to a general document which would need to be extensively searched by the reader.

SSC STEP (iv)

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

SSC STEP (v)

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

PLEASE NOTE: On each template, there are allotted areas for the future Visiting Team to add its comments below the Self-Study Committee’s report.

PART TWO - SECTION A

SCHOOL GUIDING STATEMENTS

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

INTRODUCTION

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

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

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

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

- Reasons for the school's existence, including the nature of the student body it is designed to serve.
- The role of the school in the community it serves.
- Beliefs about effective educational practices.
- The collective vision for the school in providing educational opportunities for all students.
- The intellectual, personal, social, physical, and affective characteristics to be nurtured in students.
- The roles and relationships expected of the students, teachers, school managers, parents and governing body in the educational process of the school.
- A commitment to promote international and intercultural experiences for students.

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

Note:

For more advice – including working definitions of terms such as “Mission”, “Vision”, “Objectives” - please see the Appendix for Section A.

SECTION A: STANDARDS & INDICATORS

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

STANDARD A1

The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school’s chosen nomenclature and format) for students.

A1a

The school’s Guiding Statements establish clear expectations for student learning and guidelines for the well-being of the whole school community.

A1b

Monitoring procedures exist which show that the school’s Guiding Statements enjoy a high degree of support from the governing body, school leadership, staff, parents and students with this support being demonstrated by the actions of all these school sectors.

A1c

There is evidence which shows that the school’s Guiding Statements drive decision-making, planning, action and review at multiple levels of school life.

A1d

There are periodic, data-driven reviews of the school’s Guiding Statements which involve the broad school community and which ensure that the statements remain vibrant and relevant.

A1e

A formal process and defined indicators are used to assess the school’s success in achieving its aims as laid out in its Guiding Statements

STANDARD A2

The school’s Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.

A2a

The school has created an engaging and contextually appropriate definition of internationalism/interculturalism in education.

A2b

The school puts into action its definition of internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students.

A2c

The school expresses its commitment to internationalism/interculturalism in education through as many avenues as possible. (See list in appendix)

STANDARD A3

The school’s Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.

The school is committed to, and is actively promoting in its students, internationalism/interculturalism in education through

A3a

.... discussion of substantive matters of principle from multiple perspectives.

A3b

.... the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.

A3c

.... the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.

A3d

.... development of fluency in the language(s) of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.

A3e

.... the development of their disposition to serve the community - local and global - through engagement in meaningful and reflective service.

A3f

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

STANDARD A4

The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programs, and the students admitted to and remaining at the school.

A4a

The school's promotional materials and activities project a realistic picture of the school and its mission, objectives and programs, hence enabling parents to appraise the school's suitability for their children.

A4b

The school's admissions policies and practices require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is alignment between a student's needs/abilities and the programs offered.

PART TWO - SECTION B TEACHING & LEARNING

INTRODUCTION

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

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

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

Among other issues, this Section addresses:

- The need to define what students should know, understand, and be able to do.
- Vertical and horizontal articulation within and between subject disciplines and across divisions of the school, so that students can make meaningful connections.
- Use of the diversity in the school community and the resources of the host country to enhance student learning experiences.
- The enhancement of students' critical thinking and problem solving skills, and the building on previous work in significant ways.
- The re-enforcement of students' language development and global-mindedness.
- The availability to students of appropriate materials, technology and library/media resources to support the learning program.
- Awareness of developmental and learning style differences among students, and the use of a student-centered pedagogy.
- Use of a variety of assessment techniques.
- The use of the results of student assessment to evaluate the strength of the curriculum and the effectiveness of teaching, as well as to measure student progress.
- The regular analysis, sharing and dissemination of assessment data to reflect an environment where continuous improvement is valued.
- Appropriate professional development offerings to enhance the development, delivery, and evaluation of the school's curriculum and other programs.

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

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

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

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

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

2. **Vertical Summary Report** - A Section B Vertical Summary Committee must use the above-mentioned collection of vertical subject reports to create an "umbrella" vertical report using the same Section B instructions. This vertical summary report will be submitted to the accreditation agency/agencies and members of the future Visiting Team as part of the completed Section B Self-Study Report. The Vertical Subjects Ratings Grid found in Appendix B will help the SSC to organize and record its analysis of the separate vertical reports. This completed ratings grid must be submitted with the Vertical Summary Report.
3. **Horizontal Approach Reports by School Division** - Using the same set of Standards and Indicators, separate Section B reports must be created for each identifiable school division/phase. The number of these horizontal reports will reflect the school's own particular grade range and organizational structure (e.g. Section B Elementary School; Section B Middle School; Section B Secondary School; etc.), and this will be the school's own decision. All horizontal reports will be submitted to the accreditation agency/agencies and members of the future Visiting Team as part of the completed Section B Self-Study Report.

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

- Multiple vertical reports (one per subject area covering the whole student age range in each case) – to be kept on file at the school.
- A single "umbrella" summary vertical report – to be submitted as part of the completed Self-Study Report, along with the ratings grid used to produce it.
- Several horizontal reports (one per school division/phase) – to be submitted as part of the completed School Self-Study Report.

Note:

For more advice please see the Appendix for Section B.

SECTION B: STANDARDS & INDICATORS

STANDARD B1

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.

B1a

The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.

B1b

The school's curriculum and programs are supported by a comprehensive set of teaching and learning policies.

B1c

The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.

B1d

There is evidence of alignment between the written curriculum, the taught curriculum and student learning.

B1e

The school has a clearly articulated vision of quality learning and defined practices that support student achievement.

STANDARD B2

Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.

B2a

The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.

B2b

The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.

B2c

The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.

B2d

The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.

B2e

The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.

B2f

The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.

STANDARD B3

Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

B3a

Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.

B3b

Written curriculum materials indicate content and sequence for each course/grade.

B3c

Written curriculum materials include references to the methodologies, teaching materials and resources that are used.

B3d

Written curriculum materials include references to the assessments that are used to measure student progress.

B3e

Written curriculum materials include references to links within and across disciplines.

B3f

The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.

B3g

There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.

B3h

Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.

B3i

Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.

STANDARD B4

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

B4a

Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.

B4b

The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.

STANDARD B5

The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.

B5a

The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.

B5b

The school provides professional development in content areas relevant to teachers' assignments.

B5c

The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.

B5d

The faculty has an avenue for input into the planning of professional development activities.

B5e

Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.

STANDARD B6

Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.

B6a

Teaching methods and student learning activities are varied according to the nature of the subject matter.

B6b

Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.

B6c

Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.

B6d

Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.

STANDARD B7

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

B7a

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

B7b

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

B7c

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

B7d

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

B7e

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

B7f

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

B7g

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

B7h

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

STANDARD B8

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

B8a

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

B8b

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

B8c

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

B8d

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

B8e

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

STANDARD B9

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

B9a

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

B9b

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

B9c

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

B9d

Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.

B9e

Curriculum revisions and changes are made in the context of an overarching curriculum plan.

STANDARD B10

The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

B10a

The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.

B10b

The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.

B10c

The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.

B10d

Data gathered from graduates or past students is considered when determining the effectiveness of the school's program.

PART TWO - SECTION C

GOVERNANCE & LEADERSHIP

INTRODUCTION

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

Governance

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

Leadership

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

Management

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

Finance

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

Note:

For more advice please see the Appendix for Section C.

SECTION C: STANDARDS & INDICATORS

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

STANDARD C1

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

C1a

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

C1b

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

C1c

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

C1d

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

C1e

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

C1f

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

STANDARD C2

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

C2a

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

C2b

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

C2c

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

STANDARD C3

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

C3a

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

C3b

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

C3c

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

C3d

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

C3e

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

C3f

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

STANDARD C4

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

C4a

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

C4b

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

C4c

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

C4d

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

C4e

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

C4f

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

STANDARD C5

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

C5a

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

C5b

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

C5c

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

C5d

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

PART TWO - SECTION D FACULTY & SUPPORT STAFF

INTRODUCTION

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

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

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

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

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

Note:

For more advice please see the Appendix for Section D.

SECTION D: STANDARDS & INDICATORS

STANDARD D1

The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and character necessary to carry out the school's programs, services, and activities, to support fulfillment of the mission and objectives, and to ensure student well being.

D1a

Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound character.

D1b

The teacher-student ratio reflects the size of classrooms, instructional practices, program requirements and the school's mission in order to foster personalized and meaningful learning experiences for students.

D1c

The head of school or his/her designees recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence.

D1d

The head of school or his/her designees assign work loads that allow faculty and staff to be maximally effective in carrying out their teaching duties and/or other responsibilities.

D1e

There are procedures in place for reviewing regularly the alignment between personnel competencies and program needs to ensure that the school can implement programs and services in support of fulfilling the mission and objectives.

STANDARD D2

Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.

D2a

Teachers utilize methods and practices which are consistent with the school's Guiding Statements and which inspire, encourage and challenge students to reach their full potential.

D2b

Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour.

D2c

Teachers remain current with content and pedagogy in their areas of academic responsibility, and they maintain a high level of preparation to foster students' engagement in their learning.

D2d

Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.

STANDARD D3

All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.

D3a

The school provides each employee with a written contract or employment agreement in which are stated the basic facts such as salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or resignation.

D3b

The school makes clear the factors which are taken into account in determining each employee's remuneration.

D3c

Compensation is paid to employees promptly and in accordance with a predetermined schedule made known in advance of employment.

D3d

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

D3e

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

STANDARD D4

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

D4a

School policies include:

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

D4b

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

D4c

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

STANDARD D5

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

D5a

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

D5b

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

D5c

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

D5d

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

D5e

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

PART TWO - SECTION E

ACCESS TO TEACHING & LEARNING

INTRODUCTION

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

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

Note:

For more advice please see the Appendix for Section E.

SECTION E: STANDARDS & INDICATORS

STANDARD E1

There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programs.

E1a

As part of the admissions process, the school secures relevant diagnostic information about an individual student's abilities/learning differences/talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programs.

E1b

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

E1c

On-going assessment procedures monitor the extent to which any given student is benefiting from school programs, and effective procedures are used to inform school and parent decisions about continued enrollment.

STANDARD E2

Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programs that are delivered by suitably qualified personnel.

E2a

The number, qualifications and levels of experience of learning support personnel are appropriate to the number and the needs of identified students.

E2b

The school uses student data as part of the regular evaluation of the effectiveness of the learning support program.

E2c

Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.

E2d

The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.

E2e

Learning support services function as an integrated part of the school's program with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.

STANDARD E3

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

E3a

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

E3b

All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.

E3c

The school provides sufficient personnel and other resources to support student language needs.

E3d

The school encourages parents to continue development of the student's home language(s).

STANDARD E4

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

E4a

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

E4b

A culture of shared responsibility for the social and emotional well being of students is promoted by the school leadership and teachers.

E4c

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

E4d

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

E4e

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

E4f

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

STANDARD E5

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

E5a

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

E5b

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

E5c

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

E5d

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

PART TWO - SECTION F

SCHOOL CULTURE & PARTNERSHIPS FOR LEARNING

INTRODUCTION

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

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

Note:

For more advice please see the Appendix for Section F.

SECTION F: STANDARDS & INDICATORS

STANDARD F1

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

F1a

The school monitors its climate to ensure it is supportive of learning and well-being.

F1b

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

F1c

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

F1d

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

F1e

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

STANDARD F2

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

F2a

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

F2b

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

F2c

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

F2d

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

F2e

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

STANDARD F3

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

F3a

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

F3b

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

F3c

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

F3d

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

STANDARD F4 (For Boarding Schools)

Boarding services effectively support the school's Guiding Statements, and serve the well-being of all boarding students and staff.

F4a

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

F4b

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

F4c

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

F4d

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

F4e

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

F4f

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

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

F4g

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

F4h

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

F4i

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

F4j

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

PART TWO - SECTION G OPERATIONAL SYSTEMS

INTRODUCTION

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

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

Financial Management

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

Physical Plant: Buildings, Grounds, Installations and Furnishing.

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

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

Health and Safety

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

For consultation purposes, the Appendix to this Section contains a list of ideas related to the health and safety issues which have arisen in schools over the years.

Auxiliary Services

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

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

Note:

For more advice please see the Appendix for Section G.

SECTION G: STANDARDS & INDICATORS

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

STANDARD G1

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

G1a

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

G1b

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

G1c

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

G1d

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

G1e

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

G1f

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

G1g

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

G1h

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

STANDARD G2

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

G2a

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

G2b

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

G2c

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

G2d

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

G2e

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

STANDARD G3

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

G3a

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

G3b

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

G3c

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

G3d

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

G3e

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

G3f

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

G3g

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

STANDARD G4

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

G4a

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

G4b

Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises.

G4c

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

G4d

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

G4e

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

G4f

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

G4g

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

G4h

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

PART THREE

“Strategies for Improvement”

SYNTHESIS, SUMMARY & PLANNING

BY THE

SELF-STUDY STEERING COMMITTEE

PART THREE OF THE SELF-STUDY “Strategies for Improvement”

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

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

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

- A list of the school’s Major Strengths in terms of close alignment with the Accreditation Standards
- A list of Major Factors Needing Strengthening to improve alignment with the Accreditation Standards.
- A set of suggested Major Actions, each with accompanying practical steps, which are designed to improve alignment with the Accreditation Standards.
- Narratives describing the school’s existing planning process(es) and indicating how the recommended action steps will be incorporated into those planning processes.

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

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

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

APPENDICES

NON-MANDATORY MATERIALS DESIGNED TO ASSIST SELF-STUDY COMMITTEES IN THEIR WORK

Notes on the Use of these Appendices.

- These are non-mandatory materials. Part Two Self-Study Committees A to G may choose to use some, all or none of them. (*Exception: In Section B, the Vertical Subjects Rating Grid must be used. Once completed it should be attached to the Section B Vertical Summary Report.*)
- Self-Study Committees may wish to choose some of the items in these appendices to guide their work – particularly while evidence is being gathered during the “SSC Preparation Step”. However, it is not intended that committees should spend too much time gathering mass evidence just for its own sake. Committees should spend the bulk of their time in analysis, reflection, evaluation and consensus building about improvement initiatives.
- Many of the items listed in these appendices, and other useful evidence, may already be available in the school - possibly in the form of a compiled manual or handbook. It is not intended that SSC’s should “re-invent the wheel” if appropriate documentation already exists.
- If any Committee decides to use one or more of the possible templates/tables shown in these appendices:
 - ~ A “Word” copy should be obtained from NEASC.
 - ~ The document should then be filled in with school data for consideration internally by the Committee.
 - ~ If the Committee feels it necessary, the filled-in document could be hyperlinked to the corresponding report template as evidence for submission to NEASC as part of the final Self-Study Report.

APPENDIX FOR SECTION A
SCHOOL GUIDING STATEMENTS
Non-mandatory Materials

Definitions

Within the NEASC accreditation process a vision, mission and statement of educational objectives are defined as follows:

Vision: A statement of the desired direction the school will take - what it aims to be in the future. A school's strategic planning process sets out the steps a school will take to achieve its vision.

Mission: A statement of the school's purpose, its reason for existing including the nature of the student body it is designed to serve. The statement is aligned with the vision statement but is different from it. Good mission statements often include references to the school's unique features and some of the values, educational beliefs it embraces. A statement of the school's commitment to the concepts of intercultural and international understanding needs to be included in this statement. These are vital features given that the school has chosen to participate in an international accreditation process.

Educational objectives: A statement of school-wide goals for students. Good objectives are expressed in terms of what students will be able to understand, do or demonstrate. These 'umbrella statements' are measurable and should flow from the vision and mission statements. Sometimes different sections of the school derive their own specific objectives from this school-wide list.

Some Characteristics of Effective Guiding Statements

- Clear use of terminology- no jargon.
- Clarity in the difference between a mission, vision and educational goals (see definition above).
- Reflective of the school's values.
- Created collaboratively to maximize ownership of the statements.
- Values imbedded in the organisation's programs and systems.
- Staff's values are in alignment with the values expressed in the school's guiding statements.

Collecting Evidence

Here are some ideas on the kinds of evidence that Committee A might feel appropriate for use in analyzing the school against the standards in this Section.

1. The school's Vision Statement
2. The school's Mission Statement
3. The school's statement of educational goals
4. All publications (e.g. School Prospectus/brochure/handbooks/ links to website) used to inform the community and outside organisations about the school, its mission, vision and educational goals.
5. Details of the process by which the school's mission, vision and educational goals have been developed and regularly reviewed. This information may be contained in minutes of meetings, policy statements, newsletters, etc. Those details should include some consideration of the following:
 - a. the people who participated and the sectors of the school from which they were drawn
 - b. how input was sought (meeting agendas on the subject, calendars, questionnaires used, studies undertaken etc)
 - c. the frequency with which the review process has, and will, take(n) place
6. Details of the action planning process (who, when, how) which translates the school's mission and educational goals into practice.
7. Details of how the vision supports school planning processes
8. Details of the process by which the practical impact of the school's guiding statements on school life is monitored (who, when, how). Include the results of the latest monitoring.

9. Details of how the school promotes the concept of internationalism/inter-culturalism (e.g. internal school audits, action research,)

10. The school's Admission Policies and Procedures.

Demonstrating Commitment to International/Intercultural Understanding (see Standards A2 & A3) A Practical Guide for School Communities

A school can demonstrate its commitment to education enriched with awareness of international/intercultural aspects through some or all of the following mechanisms:

1. Include a firm commitment in the school's Guiding Statements (Mission, Vision, Educational Objectives) to providing international/intercultural experiences to students. Use active methods to monitor the practical applications of these commitments.
2. Offer international experiences to students through the school's curricular and/or co-curricular programs.
3. Deliver the teaching/learning program through more than one language.
4. Introduce international/intercultural aspects into curricular and co-curricular programs in as many areas as possible (especially social sciences, language & culture, arts & music courses). Activities such as Model United Nations or similar could be offered.
5. Use recruitment policies aimed at creating national, linguistic and cultural diversity among the staff.
6. Encourage international students to join the school, either on a medium-term basis or on short visits. (This may require a scholarship program).
7. Encourage students to travel internationally on educational trips and/or exchanges.
8. Invite speakers and performers from other countries and from other cultural groups to contribute to school life.
9. Encourage students to maintain pen-pal or key-pal contacts with students in other cultures and/or countries, using more than one language if possible.
10. Encourage students and teachers to establish joint projects with schools in other countries - including via internet communication and/or video-conferencing.
11. Encourage teachers to become involved in visits, exchanges and professional development activities abroad.
12. Involve students in community service in other countries through fund-raising and/or practical tasks.
13. Celebrate and/or arrange projects around UN Day and other National or Cultural Days.
14. Ensure the school library/media center provides students with access to information and leisure sources from more than one culture and in more than one language.
15. Ensure that all human interactions in the school community take place in a spirit of cooperation, understanding and celebration of national, ethnic, cultural and linguistic differences.
16. Ensure students have ample information on Further Education opportunities in a range of countries and languages, and that they receive advice and support in making relevant admissions applications.
17. Help students from one country or culture to create relationships with families from other countries or cultures (e.g. student from non-host culture spending weekends with family from host culture).
18. Establish and use mechanisms (including counseling where necessary) to counteract the effects of international and/or intercultural tensions.
19. Ensure major world issues are addressed with students. Some relevant sites:

The Alliance for International Education www.intealliance.org

The Council of International Schools www.cois.org

Global Issues Network www.global-issues-network.org

The International Schools Association www.isaschools.org

Global Education Network www.global-ed.org

UNESCO www.unesco.org/education/desd

APPENDIX FOR SECTION B
TEACHING & LEARNING
Non-mandatory Materials

Here are some ideas of the kinds of evidence that Committee(s) B might feel appropriate for use in analyzing the school against the standards in this Section.

1. Copies of all policies related to teaching and learning.
2. School-wide curriculum documentation - either hard copy or give links to the school's electronic copies of the curriculum. This should not only be "off the shelf" copies of a published curriculum manual created by an outside body – it should go beyond that to illustrate teaching and learning as it occurs at our school.
3. Examples of student work which illustrate alignment with the standards.
4. Copies of materials sent to parents to inform them about teaching and learning.
5. A listing of teachers in the division or subject area including their grade level or subject assignment and qualifications (this information could be extracted from the template suggested for Section D: Staff).
6. A chart or timetable showing the daily or weekly schedule of classes, with times and locations, for all classes in the school division or subject area.
7. Where appropriate, a chart indicating the names of subjects or courses, numbers of sections (i.e. parallel groups) and enrollments by class or course, and the credit status and nature of the offering (elective or required).
8. Guiding Statements, if they exist, for the school division or subject area (Please also refer to information gathered for Part One).
9. Information about assessment practices.
10. The school's policies and procedures for obtaining and managing educational resources.
11. Inventories of materials and equipment.
12. The school's vision for ICT.
13. Details of ICT provision such as:
 - a. ICT equipment
 - b. Technical support available
 - c. ICT training over the last three years, and any planned.
14. Philosophy and Objectives of the Library/Media Center program.
15. Description of the Library/Media Center such as:
 - a. Physical size.
 - b. Age ranges/grades it serves.
 - c. Number of students it can accommodate at any one time.
 - d. Summary of the size and nature of the collection and equipment.
 - e. Type of program/curriculum support offered.
 - f. Degree of involvement of staff in curriculum development and instruction.
16. List of library staff with qualifications and roles (this information should be extracted from the suggested whole staff list for Section D: Staff).
17. Library policies on acquisition and censorship.
18. Details of how the library and its program are evaluated.
19. A summary of recent professional development offerings or experiences related to curriculum design, implementation, assessment or review.
20. Documentation on the range of learning activities which are typical in the school division or subject area being reported.
21. Results of student achievements for the last three years. This could include information from standardized tests, internal school tests or achievements in sports, the arts etc. (The report produced by the Part One Self-Study Committee should be a source of this information.)

Section B - The Need for Multiple Reports on Teaching & Learning

Every school must produce a number of Section B self-study reports. For example, a school whose structure shows three identifiable divisions or phases will create a total of four Section B reports – namely three horizontal reports (one on each division/phase) plus one “umbrella” vertical report (the latter synthesised from a series of vertical reports on individual subject areas). Each of these reports follows the regular format for a self study report. The generic language used in the Standards and Indicators allows them to be used by all Section B self-study committees.

Horizontal Reports

Horizontal reports are division/phase reports. As an example, a school which consists of three recognisable divisions or phases (perhaps Elementary School, Middle School and High School) will produce three separate horizontal Section B self-study reports, one for each of the three divisions. Each of these three reports will address the total curriculum on offer in the given school division.

Vertical Reports

In addition to the horizontal reports described above, the school must produce an “umbrella” vertical self-study report which is a synthesis of reports the school has written on each and every one of the identifiable subject strands within the school. So, for example a school will typically produce separate vertical Section B reports for Mathematics, English Language, Other Languages, Natural Sciences, etc. etc. and then take the findings from these reports, analyse them and summarize the findings in an overall “umbrella” vertical report.

While necessarily covering all subject areas, the school itself will decide the exact number and nature of the subject strands on which it will produce the internal school vertical reports. For example, the school may decide that the results of a self-study on History and Geography are likely to be so different that it would be best to produce entirely separate Section B reports on these two subject strands. However, if there are many similarities between History and Geography, the school may decide to create just one Section B Social Sciences report to cover both. In this case, for the few Indicators and/or Standards in SSC Steps (i) and (ii) where History and Geography merit very different ratings, the school could give two ratings carrying a note "H" or "G" to designate the subject concerned.

These subject reports are described as “vertical” because they must cover the entire grade range within the school, for example Mathematics K-12 or Physical Education Nursery-Year 13.

When the school has completed the vertical reports for each of the subject areas, it should use this information to create one overall “umbrella” vertical report. It may wish to use the template below to record the information from each of the vertical committees. The work of synthesizing the information can be undertaken by a committee formed for this purpose, or it can be part of a school-wide dialog on teaching and learning (please refer to suggested sequence for undertaking the committee work). The overall objective is to help create a school-wide understanding of the strengths and development needs of the school’s learning environment. The individual subject area vertical reports on which the umbrella report is based should be kept by the school as evidence to support the overall synthesized report. The future Visiting Team may wish to consult one or more of these individual vertical subject area reports so as to help in the understanding of the “umbrella” vertical report.

VERTICAL SUBJECTS RATINGS GRID
to assist production of the Section B vertical “umbrella” report
based upon individual vertical subject area reports

This grid must be used to capture the data from the Vertical Committees to aid the analysis needed for the overall Self Study Vertical Report. It should form part of the Vertical Summary Report submitted as part of the School Self-Study Report.

Instructions:

- In the left hand column, list all the individual vertical subject area committees your school has formed.
- In the Standards columns, insert the rating (1, 2, 3, or 4) given for each of the Standards.
- In the right hand column, insert any additional information which will aid the analysis.
- Use the resulting patterns of data to help synthesise the information into one overall “umbrella” report.

VERTICAL SUBJECTS RATINGS GRID											
Committees	Standards										Comments
	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	
Maths											
Eng											
Arts											
etc											

**Possible Template to determine curricular links with
the school's Extra or Co Curricular Program**

<u>Elementary</u>	<u>Middle</u>	<u>Secondary</u>
<p align="center"><u>SUBJECT-RELATED, CO-CURRICULAR, OR EXTRA-CURRICULAR OPPORTUNITIES</u></p> <p>List any clubs, competitions/contests, teams, etc. Include activities that utilize the diversity of the staff and students and the culture of the host country. Explain links to School's Guiding Statements</p>		

Possible Template to highlight Unique Program Features

<u>Elementary</u>	<u>Middle</u>	<u>Secondary</u>
<p align="center"><u>UNIQUE LEARNING AREA FEATURES</u></p> <p>Note any subject-specific aspects of the program such as specialized facilities, labs, equipment, etc.</p>		

APPENDIX FOR SECTION C
GOVERNANCE & LEADERSHIP
Non-mandatory Materials

Here are some ideas of the kinds of evidence that the Section C committee might feel appropriate for use in analyzing the school against the Standards in this Section.

1. A copy of Governing Body policies, to include:
 - a. Copy of the by-laws showing how the Governing Body operates.
 - b. Composition of the Governing Body.
 - c. Process by which members are selected and/or elected.
 - d. Processes for Governing Body training and evaluation.
 - e. Specific duties of the Governing Body.
 - f. Documentation which describes how the Governing Body carries out the evaluation of the Head of School.
2. Data forms for all members of the Governing Body (see possible template below).
3. Minutes of the last several Governing Body meetings.
4. Job descriptions for school leaders, heads of departments, business manager, co-ordinators and school personnel as appropriate.
5. Publications used to inform the parents and community about the school and its program.
6. A copy of the document(s) showing legal ownership of the school.
7. Organisational chart indicating lines of authority and responsibility (Please refer to the chart requested in Part One).
8. Copy of the school calendar.
9. A copy of the school's policy manual.
10. A copy of the school's operations/procedures manual.
11. The school planning documents, short, medium and long-term.
12. Tools used to measure the school's success in putting its Guiding Statements into practice.
13. Copies of Governing Body policies on fund-raising and tuition as a means of securing sufficient resources to maintain the school.

Important Information about Governance/Leadership Functions

The whole accreditation process seeks to emphasise an "outcomes" approach to the evaluation of school life. That is to say, rather than concentrating on "inputs" and "structure", the school evaluation process should concentrate on "outcomes" or "how well (or otherwise) things work in practice". When evaluating Governance & Leadership the over-riding concern should be whether the school's particular arrangements serve, at present and in the foreseeable future, the best educational interests of the school community.

A careful interpretation of the Section C Standards and Indicators shows that certain outcomes are deemed to be absolute requirements, whatever the school structure:

The Head of School must:

- a. Have appropriate qualifications and experience in education.
- b. Be the final arbiter in curriculum matters (design, delivery and review).
- c. Appoint, allocate, appraise and make contract renewal or termination decisions on academic staff.
- d. Have power to manage the educational budget, once approved.
- e. Not be subjected to Governing Body micro-management.
- f. Be able to contribute to Governing Body deliberations.
- g. Maintain effective communication with the Governing Body.
- h. Delegate appropriately to colleagues, and maintain effective working relations with them.

The Governing Body must:

- a. Appoint, appraise and make contract renewal or termination decisions on the Head of School.
- b. Be so constituted that there is reasonable and informed debate on school issues, hence ensuring that those making final decisions receive good advice (debate must involve the Head of School).
- c. Not micro-manage (it should concentrate on broad strategy and policy i.e. long-term issues).
- d. Have its modus operandi and major decisions in writing.
- e. Assume trustee status for finances, to ensure that the law is obeyed and that the school is secure.
- f. Be trained as an entity.
- g. Operate effective processes for appraisal of the Governing Body's own performance.

The Governing Body and the Head of School must:

- a. Ensure that the essential features of their respective roles are clearly written down.
- b. Maintain a co-operative working relationship.

SOME PRACTICAL GUIDELINES FOR THE GOVERNANCE AND LEADERSHIP OF PROPRIETARY SCHOOLS

These guidelines are designed to help proprietary schools to respond to the Standards for Accreditation in Section C of the Guide to School Evaluation and Accreditation (8th Edition). They should also prove useful to accreditation visitors to such schools. Being "guidelines", these are not hard and fast "rules". It should be remembered that all Standards for Accreditation should be interpreted in the light of the school's Guiding Statements as well as the school's current state of development.

Although the Governing Body must comply with all Section C Standards, Standards C1, C2, and C3 (with their corresponding Indicators) are probably the most difficult to interpret in a proprietary school. Hence the guidelines shown below:

STANDARD C1

The following is considered reasonable for the composition of Governing Bodies/Advisory Councils in proprietary schools:

- a) A Governing Body/Advisory Council of at least five people.
- b) A combination of people from inside and outside the "ownership group".
- c) The people from outside the ownership group may be from within the school itself or from outside it -
 - i. Governing Body/Advisory Council members from inside the school may be members of one or more of these groups: parents of students or ex-students from the school, personnel employed at the school (academic or support staff), students, or ex-students
 - ii. Governing Body/Advisory Council members from outside the school should be nominated for their expertise so might be lawyers, bankers, doctors, architects, educationalists, etc.
- d) The overall composition of the Governing Body/Advisory Council should ensure that the broadest and best advice on governance matters is heard before decisions are taken. Advice should always be sought from the Educational Leader/Head of School.
- e) Governing Body/Advisory Council members from outside the "ownership group" should be nominated for a set time (e.g. two or three years), and the possibility or otherwise of extending that mandate should be clarified from the outset

STANDARDS C2 AND C3

These standards cannot be met if the Governing Body/Advisory Council and the top Management/Administration are effectively one and the same thing. Standards C2 and C3 require a certain "separation of powers". Therefore, no one person should be both the Educational Leader/Head of School and the sole School Proprietor. Neither should one person be both the Educational Leader/Head of School and the President/Chair of the Governing Body/Advisory Council.

Possible Template for gathering information about Board Members

GOVERNING BODY MEMBER DATA FORM

1. Name:
2. Profession/ Occupation:
3. Responsibilities on the Governing Body:
4. Summary of interests, experience and expertise which contribute to your functions as a member of the Governing Body:
5. Describe your participation in Governing Body training and /or orientation within the past five years.

APPENDIX FOR SECTION D
FACULTY & SUPPORT STAFF
Non-mandatory Materials

Here are some ideas of the kinds of evidence that Committee D might feel appropriate for use in analyzing the school against the standards in this Section. Some of this may be easily available in the report of the Self-Study Part One Committee.

1. An updated staff list which includes details of qualifications, years of experience and years of service to the school (see suggested template below).
2. Details of teacher-to-student ratios.
3. Details of teacher workloads.
4. School-developed policies and expectations for teaching and learning which support the school's Guiding Statements.
5. Details of how the school plans professional development for teaching and non teaching staff using input from the appraisal system, student achievement results and the school's development goals.
6. An indication of teacher turnover in the preceding three years (please also refer to the information requested in Part One).
7. Details of recruitment procedures that include provision for background checks on potential employees to ensure student safety.
8. Details of the orientation program for new employees, and a description of how the school assists teachers understand the values underpinning the school's Guiding Statements.
9. A copy of the Staff Handbook(s) (teaching staff and non teaching staff). Also the following documents if they are not contained in the handbook(s):
 - a. Copy of policies and procedures for the appraisal and evaluation of all personnel.
 - b. Copies of other policies and/or procedures relative to all the school's personnel (e.g. grievance procedure, non discrimination, promotion, ethical treatment between staff members, retirement and pension policies, etc.)
 - c. Salary schedules and descriptions of benefits packages for all staff.
 - d. A copy of the standard employment agreement used for teachers and support staff.

Possible Template
LIST OF ALL ACADEMIC AND ACADEMIC SUPPORT STAFF

The School is well advised to create a Staff List (best as a database) using the guidelines below. All staff involved in academic matters (Head, Principals, heads of subjects or divisions, teachers, librarians, guidance staff, teacher assistants etc.) should be included on the list.

If the Head of School is prepared to certify that a given staff member's qualifications are suitable for his/her current role in the school, no entry needs to be made in the column on the far right headed "note". If there is a possibility that a given person's qualifications do not match his/her role (c.f. Standard for Accreditation D1), please put a reference number in the "note" column and give an explanation below the table.

NAME (In alphabetical order of surname please)	Gender M or F	Nationality	CURRENT ROLE IN SCHOOL (Title, subjects taught, etc.)	Full or Part- Time (please express in %)	Number of years employed in education (including this year)	Number of years employed in current school (including this year)	POST-SECONDARY QUALIFICATIONS AND INSTITUTIONS	N O T E #

NOTES/COMMENTS/EXPLANATIONS - REFERENCED TO A NUMBER IN THE "NOTE" COLUMN.

Note 1:
Note 2:
Etc.

***Possible Template
Distribution of Staff***

Staffing (please include school employees only, not those employed by sub-contractors)

Role	Number of Staff Members		Total Full-Time Equivalents
	Full-Time	Part-Time	
Leadership/Management (Head of School and others such as Heads of School Divisions)			
Teachers (including Heads of Subject)			
Teaching Assistants			
Guidance			
Library/Media.			
ICT Technical Staff			
Health Services			
General Office Staff			
Custodial & Maintenance Personnel			
Food Service Staff			
Security Staff			
Transportation Staff			
Others			
TOTAL			

***Possible Template
Teacher-to-Student Ratios***

Relationship between management/teaching staff and student numbers

Name of School Division/Phase	Typical Class Size	Range of Class Sizes	Overall Teacher to Student Ratio
Whole School			

Note: For the right-hand column, "Teachers" should include Heads of School Divisions, and Heads of Subject.

APPENDIX FOR SECTION E
ACCESS TO TEACHING & LEARNING
Non-mandatory Materials

Here are some ideas of the kinds of evidence that Committee E might feel appropriate for use in analyzing the school against the Standards in this Section.

Learning Support

1. A listing of all the learning support services that are offered by the school.
2. Copies of all forms that are currently being used by learning support personnel including referral forms, Individualised Education Plan forms, reporting forms, etc.
3. Details about learning support services to include:
 - a. Governing Body policies regarding the school's position on the admission and education of students in need of learning support.
 - b. The Learning Support Department's Guiding Statements.
 - c. Referral procedures and assessment criteria.
 - d. Types of support available to students in each division of the school.
 - e. Data used for monitoring the effectiveness of support given.
 - f. Learning support class or group sizes.
 - g. The nature of the reporting system to parents of students receiving learning support.
 - h. Criteria for determining student placement.
 - i. Details of how learning support services are an integrated part of the school's program.
4. Learning Support timetables, including the location and meeting time for each group.
5. A listing of all teachers and other specialists and support staff who work in the Learning Support areas, including names and qualifications (can be extracted from the suggested template for listing staff in Section D).

Language Support

6. A description of the services that are available to support student access to the curriculum through the language(s) of instruction, including how students are identified for support and how they exit the support program.
7. A listing of personnel, with their qualifications, who are assigned major responsibility for providing support in the language(s) of instruction (can be extracted from the suggested template for listing staff in Section D).
8. Information sent to parents which encourages development of the students' home language(s).
9. A description of how the school measures the effectiveness of its language(s) support program(s).

Counseling/Advisory Support

10. Any school publications intended for parents or students which describe the range and scope of guidance, pastoral and counseling services and the manner in which access can be gained to these services.
11. Examples of any forms, policies which support counseling/advisory support systems.
12. School publications (e.g. policies, handbooks, teacher expectations) which demonstrate that the school views the social and emotional well being of students to be a shared responsibility.

13. A listing of personnel, with their qualifications, who are assigned major responsibility for providing guidance and /or pastoral services (can be extracted from the suggested template for listing staff in Section D).
14. Details of how new students are oriented to the school, and how students are supported through the process of exiting the school for home or other educational systems.
15. Details of how the school evaluates the effectiveness of its counseling/ advisory programs.
16. Examples of all forms used by the school in maintaining student records and reporting school progress, and the process for maintaining and retrieving student information. This may include as many of the following as are available:
 - a. Health record form.
 - b. Permanent record card and/or transcript of student records.
 - c. Progress reports and report cards.
 - d. Testing report form.
 - e. Activities record.
17. A description of the policy and/or procedures used to secure external assistance in the areas of guidance and social/emotional or physical health in times of need, and a list of the persons or institutions to which students may be referred.
18. (For secondary schools) A listing of the colleges and universities which have accepted members of the last three graduating classes and a list of colleges that those students are actually attending (See information collected in Part One of the Self-Study).

Health Services

19. A description of the nature and scope of the school's health care services including the number and qualifications of staff working in this area.
20. A copy of the school's health care policy and other written protocols for health care, including provisions for emergency care and first aid.
21. Details of local resources used to supplement the school's health services.
22. Copies of handbooks, publications which support the school's work in this area.
23. Copies of any community education/awareness materials sent to students and parents about potential local or global health concerns.

Possible Templates
An overview of the number of staff that support students' access to learning

Number of Special Needs Students and Specialised Staff in each school division		
Division (as defined by the school)	No. of SN Students	No. of SN Staff
Early Childhood Section		
Elementary School		
Middle School		
Secondary School		

Number of students in the whole school identified as being exceptionally gifted or talented	
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Number of Language Support Students and Specialised Staff in each school division		
Division (as defined by the school)	No. of Students	No. of Staff
Early Childhood Section		
Elementary School		
Middle School		
Secondary School		

Number of staff giving careers, social and emotional, academic counseling in each school division		
Division (as defined by the school)	No. of Students in Division	No. of Staff with Specialist Responsibility (indicate type of responsibility)
Early Childhood Section		
Elementary School		
Middle School		
Secondary School		

Number of medically trained staff on-site	
Number of other adults on-site who have specific first-aid training.	

APPENDIX FOR SECTION F
SCHOOL CULTURE & PARTNERSHIPS FOR LEARNING
Non-mandatory Materials

Here are some ideas of the kinds of evidence that Committee F might feel appropriate for use in analyzing the school against the Standards in this Section.

1. Copy of all handbooks etc. used to inform parents and students about the school and its culture.
2. Details of how the school monitors its culture to ensure it is supportive of student learning and well being.
3. Representative copies of student-centered publications (e.g. Student Newspaper, Yearbook)
4. Copy of all other published statements and policies relating to:
 - a. Expected standards of student behaviour
 - b. Expected methods of handling any breaches of this code of behaviour
 - c. Student rewards
5. List of all general activities, often called the co-curricular program, where students and staff interact in a non-academic context. This list could include sports-related activities, cultural events (theater, music, dance, etc), other “club” activities (MUN, Debating Society, Chess, etc), production of student-related or student-generated publications such as Yearbook, Student Newspaper, etc, trips and excursions, and social events involving students. The list need not contain exhaustive amounts of information, but for the sake of clarity it may be helpful to include details such as:
 - a. Name or brief description of the activity (e.g. Elementary School table-tennis club).
 - b. Frequency of occurrence (e.g. every Tuesday from 4 pm to 5 pm).
 - c. Staff involved (e.g. Ms. Green Grade 4 Teacher, Mr. Smith Sports Teacher and Mr. Brown Teaching Assistant in Grades 1-3).
 - d. Number of students (e.g. 30 from Grades 2 to 5).
 - e. Any interesting characteristics (e.g. once-a-year weekend tournament competing against five local elementary schools for the Town Cup; once a term match against a staff team).
 - f. Details of how the school’s activity program takes into account students’ diverse cultural backgrounds.
 - g. Details of how activities support the school’s Guiding Statements and learner outcomes.
6. A list of activities containing similar information to that in point 4 above, but specifically showing how the school promotes intercultural and international experiences for its students.
7. Details of how the school promotes student leadership.
8. Details of the school’s service learning programs.
9. Details of how the school promotes internationalism / inter-culturalism / global awareness.
10. Details of forums for expression of student opinion, such as a Student Council.
11. Details of how the school evaluates the effectiveness of its complementary programs and the extent to which they foster global citizenship and further the school’s Guiding Statements.
12. Details of how the school helps students and parents to understand and support the school’s Guiding Statements.

13. Details of how the school works in partnership with parents to support student learning and well being.
14. Details of parent education programs which assist parents understand the school's programs, its expectations for students, and how parents can support student learning and well being.
15. Details of the communication channels used for the interchange of information and opinions between parents and school decision-makers (circulars, surveys, web-site, meetings, etc).
16. Details of links the school has with members of its own community as well as external organisations (e.g. local businesses, professional organisations), and how the school uses these links to provide additional learning opportunities for students.

For Boarding Schools only

1. Details of the number and nature of students and staff in the boarding section.
2. A copy of the Boarding Section's Guiding Statements.
3. Details of how the Boarding Program caters for boarding students' cultural and religious needs.
4. A copy of the Boarding Section's Policy Manual.
5. A copy of the Boarding Section's Operations/ Procedures Manual.
6. Samples of how the Boarding Section maintains records.
7. Processes for selecting, screening, training, and evaluating residential personnel.
8. Duty rosters for residence personnel indicating who is responsible for supervision at any given time.
9. Details of how the Boarding Section ensures open communication between:
 - a. The Boarding Section and parents.
 - b. The Boarding Section and teachers.
 - c. Boarding staff and students.
10. Details of any health and safety inspections of the Boarding Section.
11. Details of the living and leisure facilities available to boarding students and staff.
12. Regulations and instructions governing the use and supervision of residence facilities, including rules given to students.
13. The schedule of planned activities for resident students during the hours they are not attending classes, indicating hours when nothing is scheduled and when students have free use of their time.
14. Details of the auxiliary services (additional health and safety provision, laundry, meals, cleaning, etc.) specifically applicable to the boarding section.
15. A recent survey of boarding students' opinions of life in the boarding section (see information collected in Part One of the Self-Study).

For schools that enrol students that are privately boarded

16. Details of how the school monitors the way in which students who are boarded with external providers receive sufficient support, guidance, services and facilities from these providers to ensure their well-being and enable them to be successful at school.

APPENDIX FOR SECTION G
OPERATIONAL SYSTEMS
Non-mandatory Materials

Possible Sources of Evidence for Section G

Finance

1. The school's planning documents (short, medium and long-term) which demonstrate the funding needed for the execution of these plans.
2. Copies of Governing Body policies on fund-raising and tuition as means of securing sufficient resources to maintain the school.
3. A copy of the annual school budget and details of how it is constructed.
4. A copy of the latest balance sheet.
5. A cash flow prediction for the next six months or suitable accounting period.
6. A certified, external, opinion audit for the most recent fiscal year.
7. Copies of school policies in the area of financial management.
8. Copies of procedures which demonstrate effective processes of financial management are in place.
9. A copy of schedules of student fees and other charges.
10. Copies of procedures for billing patrons.
11. Copies of the standard procedure for payment of school obligations.
12. Copies of the complete program of insurance carried by the school.
13. A list of any fund-raising activities showing, apart from the revenue from tuition and fees, an indication of the amount of yearly support for the annual operating budget and for capital projects obtained from sources such as former students / alumni, governmental agencies or local agencies
14. An indication of the yearly cost per student using the formula: Total operating costs divided by number of students = student cost.
15. The school's rating using the current ratio : (current assets divided by current liabilities)
16. The school's rating using the debt to equity ratio: (total debts divided by total equity)
17. A list of the anticipated major capital expenditures for the school, with reference to the source of funds for such investment.
18. The completed Financial Template (a blank copy of the template is supplied as the last major item in this Appendix).

Grounds, Facilities, Health and Safety, Auxiliary Services

Facilities

1. Short description of school buildings and grounds.

2. Governing Body policies on the adequacy, maintenance and improvement of school facilities.
3. Renovation and/or development plans for site and building (facilities master plan).
4. Copies of asset replacement cycles.

Information and Communication Technology (ICT)

1. Details of ICT provision to include:
 - a. ICT equipment.
 - b. Technical support.
 - c. ICT training over the last three years, and any planned.
 - d. Details of the school's vision for ICT, and plans created to achieve the vision.

Health and Safety

1. Details of the school's safety programs to include:
 - a. Written procedures for all emergency situations for which evacuation is the best response (e.g. fire).
 - b. Written procedures for all emergency situations for which evacuation is not the best first response (e.g. intruder, earthquake, external disturbance).
 - c. Details and logs of recent rehearsals of emergency responses (evacuation and other).
 - d. Copies of local authority safety requirements and recent safety inspection reports.
2. Details of how the school monitors health and safety issues in the school (preferably through an internal, trained Health & Safety Committee or equivalent as well as through external companies and agencies)
3. Copies of maintenance cycles.

Auxiliary Services (general)

1. Governing Body policies on access to and use of auxiliary services such as food, security, transport, and cleaning.
2. Copy of any statistics on Auxiliary Services Staff (as compiled by Self-Study Committee D).

Food Services

1. Details of the organisation and administration of the food services program to include:
 - a. Ensuring provision of wholesome and nutritional food.
 - b. Provisions for student assessment of food services.
 - c. Processes for selecting, training and evaluating the people involved in food services.
2. Details of the physical facilities used by the food service facilities to include:
 - a. Dining area.
 - b. Food storage, preparation and disposal areas.
3. Details of provisions for health monitoring, sanitation and cleanliness.

Transport Services

1. Details of any existing transport services, whether they are provided in school-owned / rented vehicles or by third parties. To include:
 - a. List of any school-owned vehicles used in providing pupil transportation.
 - b. Details of measures taken to assure that vehicles used for transporting students, whether school-owned or rented, are well maintained and meet acceptable standards of safety and comfort.
 - c. Details of the measures that are taken to assure each student's safety to and from school.
 - d. Details of the processes for selecting, training, and evaluating the people involved in transportation services.
 - e. Procedures for supervision of students in bus-loading areas and all students in transit.
2. Details of how students travel to and from school (as percentages):

School buses	
Public transport	
Bicycles or on foot	
Private cars	

Security

1. Details of the procedures and practices by which the security of the school (students, staff, visitors and property) is assured.
2. If specific security staff are employed directly or on sub-contract basis:
 - a. Job descriptions and any other regulations and instructions which security personnel must follow.
 - b. Time schedule which indicates the hours and days of security coverage at the school.
 - c. Methods used to evaluate security services.

Cleaning Services

1. Details of the organisation and administration of cleaning services such as:
 - a. Time schedule indicating the hours and days of cleaning services.
 - b. Results of any surveys providing feedback on the effectiveness of the cleaning services.
 - c. Process for evaluating the cleaning services program.

Contracted Services

1. Details which demonstrate that services supplied by external providers (contracts, service agreements):
 - a. Are delivered by an adequate number of trained staff who are appropriately supervised.
 - b. Are delivered by staff who undergo appropriate health, character & other checks.
 - c. Are carefully monitored and evaluated by the school.
 - d. Contribute positively to school life.

Environmental Stewardship

1. Details of how the school promotes environmentally responsible practices in the operation of its facilities and services.

HEALTH AND SAFETY ISSUES AT SCHOOLS (See Standard G3)

The accrediting agency/agencies recognise that the size, location and other contextual circumstances of each individual school must be taken into account when considering health and safety issues.

The list below should be considered as helpful guidance, and is not intended to be definitive or exhaustive. It has been created by compiling the numerous health and safety issues which have been identified either in Self-Study Reports or in Visiting Team Reports in the past.

EXTERIOR	LOOK FOR	YES/NO	COMMENTS
1.	fencing or walls are safe		
2.	electrical wiring is maintained in a safe manner		
3.	any builders' rubbish is out of student access		
4.	vegetation is well maintained with no elements which may fall or harm eyes or other parts of the body		
5.	large play equipment is well maintained with no damaged or splintered surfaces		
6.	cushioning under large play equipment is adequate		
7.	panes of glass in doors or windows are robust and reinforced/protected		
8.	stairs and balconies have sufficient barriers or hand-rails to prevent falls		
9.	surfaces on paths and play areas are even and non-slip, drain covers are at the level of paths		
10.	there is good exterior lighting (especially important in boarding school overnight)		
11.	loading/unloading of buses and cars is supervised and undertaken in a safe manner		
12.	circulation of vehicles on campus and/or at drop off points takes place in a safe manner.		
13.	road access or crossings near school are safe		
14.	the edges of pavements, borders, etc are smooth and safe		
15.	large pieces of equipment (e.g. posts for basket-ball or volley ball, climbing apparatus) are padded where necessary to avoid injury and are sufficiently stable		
16.	adequate fencing exists around dangerous areas such as pools and streams, generators, air conditioning units, electrical transformers, kilns, etc and there is no fencing that children can climb.		
17.	adequate shade exists for children when outside in hot countries.		

18.	there are no obstructions (e.g. poorly parked cars) which could prevent emergency vehicles properly accessing the site		
19.	students cannot access dangerous locations such as a swimming pool, stream, electricity generator or transformer station, etc		
20.	swimming pools are adequately supervised including during casual use out of school time		
21.	access to school grounds and/or buildings is adequately controlled and visitors (including parents) are accounted for		
INTERIOR	LOOK FOR	Yes/No	COMMENTS
1.	safe, well maintained, and suitably protected electricity and gas installations		
2.	boilers well maintained		
3.	no extraneous combustible materials in boiler room		
4.	good ventilation, especially in places such as labs., storage rooms, kitchens, art and technology areas		
5.	acceptable levels of normal and emergency lighting in teaching areas and corridors/staircases		
6.	broad, unobstructed thoroughfares		
7.	emergency routes and exits all posted/marked, unblocked and unlocked with doors opening easily and outwards		
8.	alternative exits from upper floors		
9.	children (especially the younger ones) not using difficult staircase and not too far away from exits		
10.	fire fighting equipment sufficient, of the right type, well placed, regularly maintained, and with adequate water supply in terms of quantity and proximity of source		
11.	regular evacuation and "invacuation" drills, supported by adequate records of drills undertaken (whether unplanned or scheduled) including any problems and corrective measures logged in writing		
12.	staff trained in use of fire fighting equipment		
13.	efficient egress (evacuation) or gathering in safe haven ("invacuation"), with good system for building check and roll call (students, academic staff and support staff, visitors) and well organised and safe assembly points		

14.	good communications system in event of emergencies e.g. telephones (especially in vital areas such as medical room, swimming pool, etc), radios, loud-speakers		
15.	checks for asbestos etc. are in place		
16.	regular checks are made on the quality of drinking water		
17.	alternative exits from buildings and campuses if the main exit is blocked in an emergency.		
18.	regular pest control (insects, rats, termites, mosquitoes, snakes etc.) where appropriate		
19.	regularly cleaned toilet area, with good hand-washing and drying facilities available		
20.	measures to prevent too much dust flying around during cleaning		
21.	no cleaning materials (abrasive, toxic powders/liquids and other materials) within reach of children		
22.	ceiling to floor glass panels and doors marked at adult or child height to mark their presence		
23.	no slippery floors, especially staircases, and wet floors clearly marked at all times.		
24.	sharp and pointed tools and instruments and other potentially dangerous materials are in locked cupboards and drawers		
25.	electrical wires and cables are tidily stored and extension cables are not overloaded		
26.	during lockdowns, classroom doors or the doors of assembly points can be locked from the inside and emergency supplies are available		
LABS- science, technology or others	LOOK FOR	YES/NO	COMMENTS
1.	eye wash bottle or hose linked to a tap		
2.	shower (or hose with sufficient flow, linked to a tap)		
3.	good ventilation		
4.	fume cupboard		
5.	whole-lab. and individual bench taps/switches to rapidly shut off gas, water, electricity		
6.	alternative exits from the labs		

7.	locked and ventilated stores, with special facilities and procedures for dangerous chemicals and radio-active materials		
8.	chemicals stored in safe positions where they are unlikely to react dangerously with each other or the surrounding materials (e.g. acids and volatile organics stored appropriately)		
9.	chemical containers dated		
10.	gas cylinders in shaded, exterior, locked cages		
11.	potentially dangerous equipment is stored in a safe manner and equipment is used with appropriate safety guards or other protections.		
12.	the school has fixed its health and safety practices in its labs. with external standards		
ALARM SYSTEM	LOOK FOR	YES/NO	COMMENTS
1.	many trigger places which are sensibly located (smoke/heat sensors, and/or manual triggers which once set off do not need someone to continue pressing the button)		
2.	an alarm system which can operate independently of the mains electricity supply		
3.	links to all buildings, with easy communication to any separate campuses in event of a non-specific threat (e.g. “there is a bomb in your school”)		
4.	alarms audible everywhere		
5.	alarm distinguishes between different types of emergencies (e.g. fire, earthquake, intruder, severe weather conditions etc) which then lead to different procedures – could be evacuation, physical shelter till clear, or “invacuation”/safe haven		
6.	good system to summon external help (police, ambulance, fire service)		
7.	good system to contact parents with emergency messages (text message or telephone cascade)		
8.	emergency contact numbers widely publicised (e.g. easily visible from all appropriate telephone points)		
9.	emergency procedures, including raising alarms, known by all staff- not just office staff.		

TRANSPORT	LOOK FOR	YES/NO	COMMENTS
1.	tires in good condition		
2.	seat belts		
3.	adult monitors on buses		
4.	regular servicing		
5.	driver health checks		
6.	on-board phone or radio		
7.	first-aid kits		
8.	licensed and insured vehicles and drivers		
PERSONNEL	LOOK FOR	YES/NO	COMMENTS
1.	enough cover (numbers and time spent on campus) provided by health professionals and/or trained first-aiders		
2.	first-aid/CPR certification for, at a minimum, PE and swimming teachers and boarding staff		
3.	medical personnel and first-aiders names, and whereabouts throughout the day, listed, widely known and published. Easy to contact.		
4.	medical personnel appropriately involved in the school's health education program		
5.	good links with local health authorities and their initiatives (immunisation campaigns, AIDS awareness, measures during pandemics, etc)		
MEDICAL SERVICES	LOOK FOR	YES/NO	COMMENTS
1.	private, quiet place for sick and injured people to lie down		
2.	close-by toilet, wash facilities, boiling water supply		
3.	lockable medicine cupboard with medicines which have not expired		
4.	safe system for distributing medicines to students needing them during school time (teachers and/or secretaries should not carry out this role unless specifically trained and organised)		
5.	appropriate access to student health records and details for emergency contacts with parents		
6.	system for initial collection and regular updating of medical and emergency contact information		
7.	appropriate circulation to staff of medical information on individual students on a need-to-know basis		
8.	appropriate and well-published procedures and mechanisms for transporting emergency cases to near-by hospital/clinic		

9.	access to telephone or other rapid method of summoning assistance		
10.	fridge, stretcher wheelchair, splints, bandages		
11.	well-maintained first-aid kits for specific areas of campus (e.g. gym, pool, labs, infant play areas) and for taking on school trips		
GENERAL	LOOK FOR	YES/NO	COMMENTS
1.	a health strand in the curriculum		
2.	the cleanliness of toilets and a regular schedule of checks		
3.	the number and adequacy of toilets		
4.	kitchens and dining room hygiene and equipment are regularly checked		
5.	kitchen staff are trained in hygiene matters/food handling, and receive regular medical checks		
6.	the cleanliness of teaching and general areas is acceptable		
7.	there a Health and Safety Standing Committee and/or Officer(s) which operates effectively- undertakes checks and follows through and reports on action plans		
8.	potentially dangerous materials (such as cleaning fluids, pesticides etc.) are stored and used safely		
9.	there is a ban on carrying very hot liquids (e.g. tea, coffee) in areas where children are passing by		
ADMINISTRATION	LOOK FOR	YES/NO	COMMENTS
1.	health, safety and security matters are given appropriate importance in terms of expenditure priorities.		
2.	the school has contracted qualified firms to observe, advise and regularly inspect specialist systems such as fire extinguishers/sprinklers/foam/hoses, fume cupboards, alarms, heat/smoke detectors, boilers, ovens, kilns, heating/cooling/ventilation, etc.		
3.	the school has created a crisis manual to guide its response to eventualities such as fire, severe weather, earthquake, intruder on campus, medical emergencies, illegal attempts to gain custody of a student, death, etc and teachers and administrators have sufficient knowledge of procedures.		
4.	systems are in place to ensure the emotional well being of students		

FURTHER RESOURCES CAN BE FOUND IN THE FOLLOWING:

- <http://www.k12.wa.us/facilities/healthsafetyguide.asp>
- www.setnet.org.uk/pages/set213/htm (Lab Safety)
- "Essential Food Hygiene" by Dr. R.J. Donaldson, from Royal Society of Health; RSH House; 38A St. George's Drive; London SW1V 4BH; United Kingdom
- Association for Science ('Be safe' book) www.ase.org.uk
- Chemical hazards cards (CLEAPSS) www.cleapss.org.uk
- 'Creating a Comprehensive Emergency Procedures Manual for Overseas Schools' by the Overseas School Advisory Council, US Department of State
- Emergency Procedures Handbook "Creating a Comprehensive Emergency Procedures Manual for American-Sponsored Overseas Schools"
Overseas Schools Advisory Council
Department of State
Washington, D.C. 20522-0132 (December, 2008)

A CD version can be obtained from:

Resource Center Coordinator
Carol T. Sutherland
sutherlandct@state.gov
Tel: (202) 261-8223

- Emergency Planning Handbook by the US department of State.
www.osac.gov/Reports/report.cfm/contentID=30039
- Information for schools looking to train staff in health and safety
<http://www.firstresponsetraining.com/elearning.htm>

**THE FINANCIAL TEMPLATE
SUMMARY OF FINANCIAL DATA FOR ANNUAL OPERATIONS**

Note: Please input data in USD based on the average exchange rate for the school year.

	Current Year Budget	1 Year Ago Actual	2 Years Ago Actual	3 Years Ago Actual	4 Years Ago Actual
Enrollment					
SOURCES:					
Tuition Fees (Gross)					
Less Financial Aid					
Less Tuition Remission					
Net Tuition Income					
Building/Capital Fund Fees					
Interest/Investment Income (Realized)					
Gifts/Fund-Raisers for Operations					
Aid from Governmental Sources					
Income from Unrelated Business Activity					
Other Income					
Transfers from Endowment					
Transfers from Plant Fund					
Total Revenue					
USES:					
Salaries and Benefits					
Instructional Expenses					
Administrative Expenses					
Professional Development Expenses					
Physical Plant Expenses					
Debt Service					
Transfers to Plant Fund					
Cash Transfers to Fund Depreciation					
Other Expenses					
Total Expenditures and Transfers					
Surplus (Deficit) from Operations					
USES OF SURPLUS:					
Additions to Operating Reserves					
Additions to Endowment					
Return to Owner(s)					
COVERAGE OF DEFICIT:					
Reduction of Operating Reserves					
Debt Incurred to Cover Deficit					
Contribution from Owner(s)					
Total Outstanding Debt					
Total Cash Reserves					

Instructions for Completing “Summary of Financial Data for Annual Operations” Form

Note: (1) Data should be expressed in USD based on the average exchange rate for the school year. (2) Historical financial data should match school’s audit statements.

SOURCES:

Tuition Fees (Gross) – Report as though all students enrolled paid the full tuition.

Less Financial Aid – Report the total financial aid granted for students who are not eligible for tuition remission.

Less Tuition Remission – Report the total tuition remission granted to school employees.

Net Tuition Income – Tuition Fees (Gross) – Less Financial Aid – Less Tuition Remission

Building/Capital Fund Fees – Schools that charge continuing and/or new students a special fee (e.g. “building fees”, “capital fund fees”, “registration fees”, or “entrance fees”) should report the total revenue from this source on this line.

Interest/Investment Income (Realised) – Report the actual interest and other investment income that is realized AND applied to operations for each year. DO NOT report gains or losses on investments such as endowment funds that are not cashed out and applied to the current year’s operations.

Gifts/Fund-Raisers for Operations – Report all receipts from gifts, grants, special events and other fundraising activities that are applied to operations for each year.

Aid from Governmental Sources – Report any aid the school receives from governmental sources (do not include tuition payments for children of employees of government agencies).

Income from Unrelated Business Activities – If the school earns money from unrelated business activities and applies this money to operations, report the amount here.

Other Income – Report all other income on this line including any other fees, auxiliary activities, miscellaneous income, etc.

Transfers from Endowment – Report the total transferred from endowment (or other investment funds) that is applied to operations for each year.

Transfers from Plant Fund – Many schools periodically set aside funds from operations into a fund to meet the cost of repairs and replacements to the plant when needed. Report any transfers from such a fund if applicable for each year.

Total Revenue – Report the total of Net Tuition Revenue plus the other eight categories.

USES:

Salaries and Benefits - Report the total of all salaries and benefits for school employees.

Instructional Expenses - Report all instructional expenses excluding salaries and benefits.

Administrative Expenses - Report all administrative expenses excluding salaries and benefits.

Professional Development Expenses - Report the total spent on workshops, conferences, course work, etc. for faculty and staff.

Physical Plant Expenses - Report all expenditures for the physical plant that are paid for out of operations for each year. This should include repairs or replacements that are paid for out of the Plant Fund. Some schools pay for these expenses out of operations for the year but then transfer certain capital expenditures to a capital account or a property account in the audited statement. We ask that schools report all expenses for the physical plant in this form EXCEPT for major capital projects such as a new building that are not typically annual expenses.

Debt Service - Report all interest and principal payments on both short and long-term debt including interest payments for credit lines, if applicable.

Transfers to Plant Fund - Report the amount transferred to a plant fund or similar fund that is for the purpose of meeting future repair and replacement expenses.

Cash Transfers to Fund Depreciation – A relatively small number of schools fund some portion of depreciation on an annual basis. Report amount set aside to fund depreciation if this applies.

Other Expenses - Report any other expenses that did not fit in the line items above including local corporate taxes.

Total Expenditures and Transfers – Report the total of nine categories under USES.

USES OF SURPLUS:

Additions to Operating Reserves - Report the amount of any surplus that is maintained in an operating reserve account.

Additions to Endowment – Report any surplus that is transferred to endowment.

Return to Owner(s): - Proprietary schools are asked to report the amount of any surplus that is returned to the owner(s).

COVERAGE OF DEFICIT:

Reduction of Operating Reserves – Report the amount that operating reserves were reduced to meet any deficit from operations.

Debt Incurred to Cover Deficit – Report any funds borrowed to cover a deficit.

Contributions from Owners – Proprietary schools should report any contributions from owner(s) to meet an operating deficit. If the owner(s) lend the money to the school to cover a deficit, this amount should be reported under “Debt Incurred to Cover Deficit.”

Total Outstanding Debt – Report the total outstanding debt as of the close of the fiscal year.

Total Cash Reserves - Report the total cash reserves as of the close of the fiscal year.