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GUIDE FOR EVALUATORS

Governance and Management

The New England Association of Schools and Colleges (NEASC) wishes to thank you for joining this visiting team in an evaluation of an American/international school. Our accreditation program is a three-step process:

- A self-study conducted by the school requesting accreditation.
- An evaluation by a visiting team of experienced educators.
- A follow-up program in which the school addresses recommendations by NEASC and its visiting team.

Your task as an evaluator will be to complete team assignments and individual assignments. Team assignments are those which you'll share with others, such as attendance at team meetings, assisting team members in group tasks, and participating in joint interviews. The team chair has laid out these team assignments in the team schedule. Plan your individual tasks so they don't conflict with the team schedule.

Individual assignments are those for which you are responsible, such as evaluating subject areas and the section on the school's Governance and Management. In a sense, you'll become the team's expert on these aspects of the visiting team report. Completing these tasks will entail classroom observations, group and individual interviews, discussions with other team members, examination of school resources, and deliberations on the school's accreditation status.

Before the Visit

When you arrive at the school, you will be immersed in evaluation activities almost immediately. Time will be very precious. For that reason, we strongly advise you to become familiar with all documents before you leave home. Every hour you spend preparing beforehand will be worth many hours during the evaluation.

- A. Study the following materials which have been sent by the school:
 1. Community, School, Student Profiles
 2. Opinion Surveys
 3. School's Philosophy and Objectives
- B. Review the entire self-study, examining thoroughly the documents that relate to your individual assignments.
- C. Take notes on the standards and indicators on Governance and Management provided below. From these notes, write questions for your meetings with members of the school community.

- D. Arrive at the school prepared to discuss your preliminary findings with your colleagues on the visiting team.
- E. Consult the glossary at the end of the guide for terms which are unfamiliar to you. (Appendix A)

Standards and Indicators on Governance and Management

Your report will focus on the school's compliance with the standards on Governance and Management. These standards cover a number of important issues, such as the procedures by which the governing body is appointed or elected, its manner of conducting school business, and the leadership it exerts in guiding the school. The school head must serve as the responsible leader of the school in day-to-day matters and will be subject to evaluation by the governing body. The school must conduct itself in an ethical and legal fashion in its dealings with the school community and the public at large. School policies shall give consistency to its operations and guide all school activities.

The financial resources of the school shall be sufficient to support adequately all elements of school life and shall be administered according to the mandates of the host country. Parents shall be advised with sufficient advance notice about their financial obligations.

In order to complete your assignment, you will read self-study materials, observe the school in operation, and meet with individuals and groups.

The school will be evaluated on the basis of all NEASC standards and indicators. The evaluation of the school's Governance and Management will be based on the standards which are printed below in bold letters followed by their related indicators:

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

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

2. There shall be a co-operative and effective working relationship between the governing body and the head of school.

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

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

- 3a. The head of school is suitably qualified and experienced in education.
- 3b. The head of school provides leadership for the total school program.

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

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

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

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

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

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

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

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

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

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

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

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

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

Please note: Every accredited school uses the standards and indicators listed above. Schools seeking initial or continued accreditation, however, are invited to suggest additional indicators to demonstrate their compliance with NEASC standards. Visiting team members should consider these additional indicators as they evaluate the school.

During the Visit

Tour of the School

School officials will guide the team on a tour of the school to acquaint them with the facilities and grounds. During that time you should pay particular attention to areas related to the section on Governance and Management and any subject areas you have been assigned to evaluate. Please take notes on the following issues:

- 1. Are the general appearance and cleanliness of the campus satisfactory?
- 2. Do all school programs that you observe have dedicated areas? Are they adequate?
- 3. Do the building and grounds allow for efficient movement of people?
- 4. Are there serious safety hazards in the facilities?
- 5. Are there any serious noise problems which disrupt classes?
- 6. Are there areas of the school that are not handicapped accessible?
- 7. Are there adequate space, facilities and equipment in the library, cafeteria, auditorium, small and large group areas and classrooms?

Team Orientation Meeting

On the first evening of your visit, the team chair may ask you to review the standard on Governance and Management with the rest of the committee. If so, be prepared to give your initial perceptions, based on your reading of the self-study and your observations of the school's adherence to the standards. Sharing your perceptions with team members may help you identify areas for further investigation. Keep in mind that school improvement is the ultimate goal of the evaluation.

Meetings with Committees and Groups

During the evaluation you will meet with members of the school community to verify facts presented in the school's self-study and validate its conclusions. In addition, you should be able to determine whether community members concur with and support the philosophy, strive to attain its objectives, and revise policies and procedures periodically. From these discussions you will develop the reports for which you are responsible.

Techniques for Interviewing

Whenever you chair a meeting, you are expected to lead the discussion. You should have a series of prepared questions to allow the group the opportunity to express opinions, ideas, and concerns. Follow these simple guidelines to chair or participate in a discussion:

- Set the stage. Begin on time, even if everyone is not present. The meeting is too brief to wait for late arrivals.
- Call the group to order. Short introductions are appropriate.
- State the purpose of the meeting to the group.
- Begin the discussion with a general question which anyone might answer. Be sure to encourage as many people as possible to respond before asking a new question. Be sensitive to the dynamics of the group.
- Be confident. Don't be apologetic about your questions. When appropriate, clarify and summarize what's been said.
- Don't pose as an expert. Instead, ask for the information that you need in a straightforward manner.
- Don't dwell on an issue if the discussion is not productive.
- Near the end of the meeting, ask if anyone has something additional to add and be sure to state your willingness to meet with individuals at a later time.
- Dismiss the group on time. Most participants will have other obligations.

Self-Study Committee on Governance and Management

The purpose of meeting with this self-study committee is to clarify answers to any questions you might have at this point. It is important to assess how comprehensively the committee was engaged in compiling information and shaping the direction of the self-study. Do not share your judgments or conclusions with members of this committee, but be sure to express your impressions after the meeting with other visiting team members. Questions such as these may be helpful.

1. Who was involved in the work of the self-study committee?
2. Describe the structure of the governing body, focusing on how the responsibility for the direction of the school is layered at the board level.
3. Describe the school head's role in creating policies. Where is the head's role in policy-making documented?
4. Request a copy of the school's educational and financial plans. Summarize these plans and demonstrate that they are periodically reviewed.
5. Request a copy of the board policy manual, including statements on legal and ethical principles.
6. Request a copy of the school's most recent financial audit, and descriptions of school funding, budgeting procedures, and management of financial and accounting affairs.

Board

The governing body is the ultimate decision-making group in the school and should be knowledgeable about school goals .

1. Describe the structure of the board and the manner in which members are appointed or elected.
2. Request a copy of the school head's job description.
3. Request the history of the last three appointments to the position of school head.
4. Examine the appraisal procedures for the school head.
5. Determine how the board participates in current long range financial planning.
6. Request samples of financial reports to the board from those charged with the day-to-day management of school funds.

Management

It is important to ascertain whether the board and head of school operate in a respectful, cooperative, and effective relationship. Identify and examine written policies and procedures, and determine whether there is a reasonable degree of separation in job responsibilities at each level of management.

1. Review written job descriptions for each management position, including the school head.
2. Request a description of the channels of communication between management and the board. What degree of access does each member of management have to the board, and vice-versa?
3. Describe the processes for staff and personnel recruitment, focusing on one or two recent circumstances where challenges have been overcome.
4. To what extent is management aware of an educational and financial plan for the short, medium, and long term?
5. To what extent is management consulted in the creation and periodic review of the educational and financial plans?
6. Standard 5f states "The governing body pursues all relationships with the school or staff members only through the school head." If this admonition were to be breached, what repercussions would be likely?

Business and Financial Management

School resources must be adequate to sustain a sound educational program that is consistent with its philosophy and objectives. In addition, the school must assure that those resources will be available in the future. Those who manage school finances cannot be successful without solid support from the community.

1. Request current examples of long, medium and short-term financial plans and determine how comprehensively the plans are reviewed and updated by the governing body and management.
2. Ask the business or financial manager to describe the budgeting process from the setting of fees to the annual external audit.
3. Demonstrate that all items related to financial resources are carefully managed.

4. Request copies of the statements sent out to parents and ask specifically whether all tuitions and fees are being collected.
5. Under what circumstances is tuition debt ever forgiven? Is there is tuition remission?

Admissions

Those who represent the school to the wider public must present it fairly and accurately. The stability of a school over time depends not only on the quality of the educational program but on reputation rather than direct experience.

1. Review the school's promotional materials and evaluate whether they are current, clear and factually accurate.
2. Meet the admissions staff to verify that applicant families are fully informed of their financial obligations prior to actual enrollment.

Teachers

In order to be fulfilled and motivated, teachers and other staff must share a common purpose with those who govern and manage the school. Ask questions that will reveal the extent to which the teaching and management sectors are in alignment.

1. How, where, and how often are the school's primary goals clearly articulated to the staff?
2. Describe how teachers are encouraged to engage in dialogue, both formally and informally and in appropriate ways, with representatives of the governing body and head of school.
3. How does discussion and review of mission and goals help to align teachers with those who manage and govern the school?
4. Are school resources, both human and capital, adequate to support school programs?

Alumni and Parents

Meetings with alumni and parents can reveal valuable insights into the governance and management systems. Keep the interviews on task and avoid private airings of individual dissatisfaction.

1. Are public statements relating to programs, services, and resources clear, factually accurate and current? Are they consistent with the school's mission?
2. Do members of the governing body and management avoid conflicts of interest and comply with applicable statutes, government laws and regulations?
3. Describe the various paths open to parents, alumni, and friends who wish to assist the school.
4. Does the governing body protect the school from exploitation and unjust criticism from the school community?

Owner

If the school is proprietary, it is important to arrange an interview with the owner. Ask questions that reveal to what extent the owner is involved in the direction of school

affairs. There should be opportunities for management and staff to contribute their professional expertise to school operations.

1. Define and describe owner's position in school governance and management.
2. What outside professional consultation has been sought in school operations?
3. Trace the lines of authority among the owner, governing body, management and staff.

Classroom Visits

One of the team's responsibilities is to visit all classroom teachers at least once. When you visit classrooms, your task will be to gain a sense of such things as the following:

- the extent to which the curriculum reflects the school's philosophy.
- patterns of instruction in the school, e.g. whether there is a predominant teaching style, such as lecturing, or whether a variety of styles is used.
- the pace of the day - whether the teachers and students are comfortable with the time allotted to complete their assigned tasks.
- the degree of rigor of instruction, i.e. whether all or only some of the students in the classes are challenged.
- the teachers' attentiveness to the individual differences of students.
- the climate of the class - whether there is appropriate adherence to rules and mutual respect, and whether the environment is inviting and comfortable.
- the adequacy of classroom furniture, space and other resources to support the curriculum.
- the level of integration of technology in classroom instruction.

Summarize your findings and give them to the chair(s) of appropriate standards committees such as Student Support Services, Curriculum and Resources.

Evaluation of School Policies and Procedures

The Seventh Edition of the NEASC/CIS Guide to School Evaluation and Accreditation emphasizes specific school policies and procedures in its standards and indicators. As the team member responsible for Governance and Management, you will review and critique the written policies and procedures that relate to this section, including:

1. appraisal of school head
2. conflict of interest
3. management of school funds
4. long- and short-range financial plans
5. contract of school head
6. policy manual

Comments on specific policies and procedures should be inserted in your section on Observations.

Writing the Governance and Management Report

Your report on Governance and Management should contain three sections: (1) Observations, (2) Commendations and (3) Recommendations.

Observations

Your observations will be a narrative describing the most important issues you have noted in the Governance and Management section. To allow readers to understand the commendations and recommendations which you will soon prepare, you must first ensure that there is a thorough list of observations of the school at the time of the evaluation. As part of its self-study, the school has prepared such a description of its Governance and Management. Feel free to borrow any of the school's description that you're sure is accurate.

After meeting with individuals and groups and reviewing the school's self-study material, you will be ready to sort out your ideas. First, look at the school's description and the various processes noted. Are any particularly effective? If so, make a note of them. Do any create problems or not work well? Make a note of them also.

In addition, recall your conversations with the groups and individuals. What major areas of strength were noted? What weaknesses? Write these down. Finally, take another look at the school's self-study material on Governance and Management. What areas did the school self-study identify as warranting commendations and recommendations? Note the quality of school policies as well as those which do not exist. (Please see **Evaluation of School Policies and Procedures** on the previous page.)

With all of this information in front of you, identify the school's major areas of strength. Write a paragraph(s) explaining why each of these is commendable or describe how each is working especially well. Then examine your notes to identify major problems or deficiencies. Write (an)other paragraph(s) explaining why something is not effective and describe resultant problems.

Commendations

Now, you are ready to write specific commendations. Look at the paragraph(s) in Observations which discuss the school's strengths. Every strength that you've singled out here should be written as a commendation. Does the commendation apply to other areas as well?

Are there other strengths you would like to note? Commend those aspects which indicate strong preparation, commitment, imagination, effort, and/or achievement in the area of Governance and Management. Remember that no school ever suffered from too much praise.

Recommendations

Finally, you are now ready to write specific recommendations which should come from two sources, a standard which is not fully met or a discrepancy between what the school described in its self-study and what the visiting team observed during the evaluation. The school must share the disposition of all recommendations in the visiting team report with the accrediting agencies in subsequent progress reports.

Follow the same procedure as you did in identifying commendations. For every problem or limitation which you noted under Observations, prepare a clear, concise understand-

able recommendation. Each recommendation must begin with a verb for purpose of consistency. Clarify whether a commendation or recommendation applies to only one or several area(s) of the school.

Governance and Management

Rating the Standards

You are responsible for recommending to the visiting team a rating: “Meets (M), Exceeds (E), or Does Not Meet (D)” on the school’s adherence to the standards on Governance and Management.

Each standard which is rated “Exceeds” or “Does Not Meet” must be accompanied by a brief explanation.

The team chair will give you the form on which these ratings will be recorded.

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Our Thanks

We’re sure that you’ve found the evaluation experience intense and often tiring, but we hope that you also found it enjoyable and rewarding.

We are certain that your contributions will improve the school immensely. Thank you very much for your help.

NEASC Glossary for Guides for Evaluators

The following acronyms or terms may have been used in self-study materials. The glossary will help the reader understand their context in this school.

ACT – derives its name from the independent, nonprofit organization which creates and administers the test. American College Testing provides college entrance examinations which seek to predict secondary school students' success in colleges and universities. The three-hour, standardized test may play an important part in students' acceptance into college. ACT consists of several sections: personal interest inventory, a course and grade information questionnaire, a student profile and a series of tests on the standard high school curriculum to include an English test, reading, mathematics and science reasoning. The English test is divided into two parts: Usage and Mechanics, and Rhetorical Skills. ACT is located in Iowa City, Iowa.

Alternative assessment is any form of measuring what students know or are able to do other than traditional standardized tests. Alternative forms of assessment include portfolios, performance-based assessments and other means of testing students.

AP – the College Entrance Examination Board (CEEB) in Princeton, NJ, USA sponsors Advanced Placement Programs. The Board provides syllabi for students who wish to study college-level courses while in high school. Students then take related CEEB examinations in the spring of the year. Students may earn appropriate credit and placement in college on the basis of satisfactory performance in the examinations. Scores are awarded on a scale from 1-5, from highest to lowest grade.

Baccalauréat, French – The French national secondary leaving exam for French nationals. Students who pass three-hour exams are given automatic entrance into national universities. There are three series for academic, university bound students, each with a different emphasis. The “S” series emphasizes math and science; “ES” emphasizes economics, history and social sciences and “L” stresses literature, philosophy and languages. Students take a prescribed course to prepare for one of the series with few electives, except in languages. Two foreign languages are required in each series. Additional series emphasize pre-vocational courses and technology.

Betriebsrat is the group which represents the professional staff in negotiating specific school issues. (Germany)

CAS – Creativity, Action, Service – is a fundamental part of the IB program. (Please see below.) It helps students to highlight the importance of extracurricular activities as a balance to the school's academic life. Diploma candidates must contribute at least 150 hours of community service, artistic, and physical activities over a two-year period.

DALF is the advanced level of the DELF. (Please see DELF below.)

DELFL – Diplôme des Etudes de la Langue Française is the national French language competency exam for foreigners, similar to the TOEFL exam.

Diploma Programme, provided by IBO, is considered to be a rigorous pre-university course of studies leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16-19. The program allows its graduates to fulfill requirements of various national educational systems. The program is available in English, French and Spanish.

Edexcel was formed by the merger of BTEC, the leading provider of vocational tests and the University of London Examinations and Assessment Council (ULEAC), one of the major GCSE and GCE examining bodies. The merger provides vocational and academic examinations to help promote employability and personal development. The Edexcel International operates in over 100 countries worldwide through more than 5700 centers.

ELMLE - European League of Middle Level Education

External audit – a complete accounting of the school’s financial status conducted by an independent auditing firm.

GNVQ – General National Vocational Qualification (UK)

Governing body is the duly constituted group which has the ultimate authority to make decisions on behalf of the school. It may be called the school board, school council, School committee or the like.

Hadith is the sayings of the Prophet Muhammad which were codified in the Middle Ages to support and expand Islamic law.

Head of school is the person who leads and supervises the daily operations of the school and ensures that the policies of the governing body are implemented. The position may also be called director, principal, superintendent or the like.

Head of subject is usually a teacher who also has a supervisory of middle management role in a subject or group of subjects.

HR - Human Resources

IB – International Baccalaureate

IB Diploma – is awarded upon successful examination results in six subjects, three at the higher level and three at subsidiary level. The examinations at higher level are of the same general standard as Advanced Placement examinations of the CEEB in the United

States or the Advanced Level General Certificate of Education examinations in the UK. The six subjects must include:

1. Language A - English, the language of instruction;
2. Language B – English, French, German, Spanish;
3. Study of Man – Contemporary History, Economics, Psychology;
4. Experimental Science – Biology, Chemistry, Physics;
5. Mathematics;
6. Art, Music, Computer Studies, or a further subject from items 2, 3, 4, or 5 above.

IBO – International Baccalaureate Organization is a nonprofit educational foundation based in Switzerland which offers the International Baccalaureate, a recognized pre-university course which leads to examinations for separate subject certificates or the IB Diploma for students in the final two years of secondary school. All of the main disciplines are included, languages, social studies, experimental sciences, mathematics, and optional subjects which means that the program can be built on any sound curriculum. It also sponsors the **MYP** and the **PYP** Programs. (Please see below.)

IBO Grading Scale - Faculty in grades 6-12 follow the assessment guidelines laid down by the IBO Middle Years Program. The IBO 1-7 grading scale is utilized in the middle school.

In giving grades for overall achievement, teachers use the following criteria as a guide by balancing a pupil's strengths and weaknesses and assigning the grade that best describes the student's achievement.

Grade 7 is a mark of distinction. This grade is reserved for students who consistently produce excellent written work handed in on time. Grade 7 students regularly make an outstanding contribution to class work. This grade is rarely awarded.

Grade 6 is a mark of superiority. Grade 6 students show initiative and work well with others. Written assignments are consistently completed with care and accuracy and are handed in on time. Work shows originality, understanding and insight. Students regularly make a valuable contribution to class work.

Grade 5 represents above average accomplishment. While it represents less achievement than a grade 6, the same qualities are frequently evident. Very able students who do not fulfill their full potential may warrant this grade, as may less able students who apply themselves fully and effectively. Grade 5 students cooperate well in groups and hand in work on time.

Grade 4 represents satisfactory achievement. Assigned work is done in an acceptable fashion. Students display reasonable understanding of the course work and their written work shows some understanding if not originality. They work cooperatively and complete work on time.

Grade 3 indicates that the student is either finding the course work very difficult, producing work that does not show a reasonable level of understanding, or is not fulfilling his/her potential. The teacher will make the reason for the allocation of this grade clear in a written narrative. Grade 3 students rarely show initiative

although they do not obstruct the progress of others. A parent teacher conference should take place.

Grade 2 indicates progress that is short of a passing grade. It may reflect a lack of effort and failure to complete assignments properly or a high level of difficulty for the student. A parent teacher conference should take place.

Grade 1 is awarded when performance is well below that required to pass. Work is superficial or irrelevant and assignments have not been handed in (see INC grade). A parent teacher conference should take place.

L Grade indicates that the student is presently studying English as a second language at elementary or intermediate level. Good effort and progress are being made, but assignments and evaluation may have been modified. When the student's English proficiency enables them to work at grade level, the L grade is no longer used.

NG (No grade given) is used when a student has not been in the class long enough for a grade to be awarded.

INC (Incomplete) Assignments have not all been completed. This grade will be changed to "1" unless outstanding assignments are handed in within two weeks.

Each department determines how they use the subject specific criteria to assess student work and meet the required aims and objectives. For each course, each trimester, students receive a 1-7 grade that is reported home along with a narrative comment that includes overarching attitudes to learning indicators and subject specific measurements. At the end of each year, the three trimester grades are averaged to determine the final grade. Around half-term for each trimester, the school schedules a parent-teacher conference day in order to give a formative assessment of students achievements for the trimester.

ICT – Information and Communication Technology

IEP – Individualized Educational Plan is a carefully crafted design of courses to meet the specific needs of one student, based on ability, interest and relative maturity.

IGCSE – International General Certificate of Education is a program sponsored by the University of Cambridge in the UK that provides the syllabi outlining required material to be covered and sets the examinations on which students are assessed at the end of grade 10. The IGCSE curriculum is divided into five subject groups: Languages; Humanities and Social Sciences; Sciences; Mathematics, and Creative, Technical and Vocational. Examinations are a series of tests and are not limited to conventional written papers.

INSET – in-service training

International A levels – are based on the "A" level examinations required to qualify for most British universities. "A" level examinations are usually taken two years after the IGCSE examinations. The extensive range of "A" level syllabi includes provision of many school subjects. Some subjects such as geography and history are tailored for

candidates in specific parts of the world. In addition, a wide range of languages is offered.

ISEE – The Independent School Entrance Exam, developed for the Educational Testing Bureau in the United States, has become the test of choice for many independent schools. These scores have been accepted as an alternative entrance exam to the **SSAT**. (Please see below.) It consists of four multiple choice sections and an essay section.

ITBS – The Iowa Tests of Basic Skills is a series of general achievement tests for grades three through eight. Along with others, such as the Comprehensive Tests of Basic Skills and the Stanford Achievement Test Series, they are designed to measure how well a student has learned the basic knowledge and skills taught in U.S. elementary and middle schools, in such areas as reading and mathematics.

Koran– the sacred text of Islam, considered by Moslems to contain the revelations of God to Mohammed. (See also Qur'an)

LMC – Library Media Center

Management Team is the group whose main role is to supervise school operations.

MUN – Model United Nations is a non-profit educational organization which provides a realistic simulation of the United Nations. Students attend annual international conferences at which they represent countries in devising mock solutions to international problems.

MYP (Middle Years Programme) is sponsored by the IBO for students from ages 11 to 16. It is represented as a complete and coherent program that provides a framework of academic challenge and life skills appropriate to this stage of adolescence. The program covers grades from 6 to 10.

NCTM - National Council of Teachers of Mathematics

NMSQT – (Please see PSAT)

PE - Physical Education

Performance-based Assessment requires students to perform hands-on tasks, such as writing an essay or conducting a science experiment. Such assessments are becoming increasingly common as alternatives to multiple-choice, machine-scored tests. Also known as authentic assessment.

Philosophy and Objectives includes all similar school terms such as mission, charter, vision and the like.

Portfolio is a systematic and organized collection of a student's work throughout a course or class year. It measures a student's knowledge and skills and often includes some form of self-reflection

Professional development is a school program designed to strengthen the educational background of the board, management and staff.

Professional development is a school program designed to strengthen the educational background of the board, management and staff, often called in-service training.

Project Zero is a research institute, based at Harvard University, which examines the interplay of teaching, learning and understanding.

PSAT – Preliminary Scholastic Aptitude Test is designed to help students practice for the SAT1. (Please see below.) It is sponsored by the College Entrance Examination Board in Princeton, New Jersey. It may also be called the National Merit Scholarship Qualifying Test (NMSQT) because students who score well are eligible for scholarships awarded by the National Merit Scholarship Corporation. The test is virtually the same as the SAT1 but with fewer sections. The test does have a writing skills section not found in the SAT1. Colleges do not consider PSAT scores for admissions.

PYP (Primary Years Programme), sponsored by the IBO, is an international curriculum designed for children between the ages of 3-12 years. The program attempts to focus on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional, and cultural needs in addition to academic welfare. The PYP draws from a range of national systems with a wealth of knowledge and experience from international schools.

Qur'an is the sacred text of Islam, considered by Moslems to contain the revelations of God to Mohammed (Please see Koran.)

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School community is the group of stakeholders in the school: governing body, managers, staff, students and parents.

School division refers to horizontal units in the school such as primary division, elementary division and the like.

SIRS – Social Issues Research Service – an electronic library resource

Special needs refer to student characteristics which require special assistance from the professional staff. These students may have learning difficulties and/or exceptionally high abilities or talents.

Staff includes all personnel with management, teaching or support roles.

TESOL – Teachers of English to Speakers of Other Languages

TOEFL – Test of English as a Foreign Language

TOK – Theory of Knowledge – IB candidates must take this interdisciplinary course which explores the relationships among academic courses and encourages critical reflection and analysis.

UCLES - University of Cambridge (UK) Local Examinations Syndicate

Units of inquiry are six themes organized by PYP for teaching students of ages 3-12 through a multidisciplinary approach.