

Council of International Schools

CIS

**SCHOOL IMPROVEMENT
THROUGH ACCREDITATION**

**THE GUIDE TO SCHOOL
EVALUATION AND ACCREDITATION**

SEVENTH EDITION (7.02)

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Use of Data

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

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FOREWORD

I would like to begin this introduction to the *Seventh Edition of the CIS Guide* by emphasising my support for the overall aims of the School Evaluation and Accreditation Process, namely:

- to encourage school improvement and to foster excellence through on-going self-study and peer review
- to award recognition to those schools that provide an educational programme of high quality which is based upon a clearly defined Philosophy and Objectives, suitable for their unique school population, and which meets the demanding standards drawn up by CIS.

In 1970, the European Council of International Schools (ECIS) began the process of evaluating schools in many countries world-wide for the purposes of accreditation. Various versions of the *Guide to School Evaluation and Accreditation* have been used since then, the most recent being the Sixth Edition. On 1st July 2003 ECIS underwent re-structuring, and responsibility for the Accreditation Service passed to the newly formed Council of International Schools (CIS). Nevertheless, the rationale and *modus operandi* of the Accreditation Service remained intact. In recognition of the smooth transition from ECIS to CIS, the title “Seventh Edition” was chosen for this new CIS Guide even though this is the first time that CIS as a new entity has formally published such a document.

This latest edition of the Guide is designed for introduction into schools on a progressive basis from September 2003 onwards. It contains many excellent features which have evolved from previous editions of the ECIS Guide, as well as a number of changes of emphasis and technical improvements to make it an even more effective document. These changes include:

- more emphasis on the curriculum loop (design delivery....assessment....review)
- the use of the same Standards to evaluate curriculum “horizontally” for school divisions and “vertically” for subject areas
- more emphasis on the “outcomes” of the school’s programmes, not just the “input”
- more emphasis on the planning/action loop (data collectionanalysisplanningaction)
- the introduction of Standards concerning human rights and the provision of international/ intercultural experiences for students

The technical improvements include:

- the inclusion of a specifically designed Opinion Questionnaire in Part One
- the elimination of undue repetition and unnecessary bulk throughout the document
- the direct linking of Indicators (in the past called Effective Practices) with Standards
- more assistance for schools in the writing of “Descriptions” during self-study
- the inclusion of a Glossary of Terms and an Appendix

The authors of this Seventh Edition are Dorothy Galo, Robert O'Donnell, Gerry Percy, David Styan and Pete Woodward. This group gladly recognises the work of all authors of the previous editions of the *Guide to School Evaluation and Accreditation*, particularly Kevin Bartlett, the late Jack Monbouquette, Marsha McDonough and Peter Stokes. The authors are also grateful to all those inside and outside ECIS and CIS who offered constructive suggestions during the drafting of this document.

As the CIS Chief Executive Officer, I am pleased to endorse this Guide in its Seventh Edition and I recommend it to all who hold a genuine interest in school improvement.

Richard Tangye

Executive Director

Council of International Schools.

Note: The Edition originally issued in September 2003 carried the number 7.01. In this latest edition, dated September 2006 and carrying the number 7.02, typographical errors have been removed and some improvements in formatting and instructions have been made. However, the substantive contents of Edition 7.02 remain the same as those of Edition 7.01.

GLOSSARY OF TERMS AS USED IN THIS GUIDE

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

Curriculum: this term is used in a very broad sense. It refers not only to written documentation but to all aspects of the teaching/learning programme namely its design, delivery, assessment, and review.

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.

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.

Philosophy & Objectives: includes all similar “fundamental” school statements such as Mission, Charter, Vision, etc.

School Community: used here in the broad sense of all “stake-holders”. That is to say the following are included: students, parents, school staff, school managers and the governing body.

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

School Management: equivalent to the “Administration” in USA English. Refers to the group of people whose main role is to supervise school operations.

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

Staff: this term is used in a broad sense. It includes all personnel - those with managerial roles, those with academic roles (teachers/faculty), and those with support roles.

AN OVERVIEW OF THE ACCREDITATION PROCESS

Introduction

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

A. The Accrediting Association

The Council of International Schools (CIS) is a membership organization serving more than 500 schools around the world. On 1st July 2003 CIS assumed responsibility for the Accreditation Service that had been operated by the European Council of International Schools (ECIS) since 1970.

The CIS Accreditation Process is recognized in the United States under the Recognition Program of the National Association of Independent Schools (NAIS).

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

B. Purpose of the Accreditation Programme

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

C. Criteria for Evaluation

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

1. The School's own Philosophy and Objectives

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

2. The Standards for Accreditation

Each school is required to meet a set of written standards in each area of its operation.

The Standards are designed to reflect the characteristics of a high quality educational experience. However, they do not pre-suppose any specific model of excellence nor do they suggest comparing the characteristics of one school with those of another. The guiding principles of the accreditation programme are that a school will be evaluated against prescribed standards but in terms of its own Philosophy and Objectives and that the school's programmes are appropriate to its unique demography.

D. Outline of the Accreditation Process

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

1. The Preliminary/Preparatory Visit

A school seeking accreditation for the first time hosts a *Preliminary Visit*, usually lasting two to three days and normally involving one or two visitors appointed by CIS. The purposes of the visit are both to clarify the various aspects in the accreditation process and to ascertain the school's readiness to undertake the self-study. When the school concerned is seeking re-accreditation a similar visit is conducted, the main differences being

that the school remains in accredited status throughout and that the visit is entitled *The Preparatory Visit* in order to highlight this distinction.

2. The Self-Study

The self-study, lasting approximately two years, is the most important part of the entire evaluation and accreditation process, both in the commitment of time and effort involved and in the value to be derived. The self-study begins with the Part One Committee collecting and analysing data from the opinion surveys applied to all constituent groups in the school community and then generating a school profile. In Part Two, the school conducts a searching review of its own operations with each self-study committee using the results of the recently completed data collection and profile and its own philosophy and objectives as the starting point for its work.

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

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

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

For Section B, the school will assign a number of self-study committees to look at curriculum from both "horizontal" and "vertical" perspectives. The number of "horizontal" reports to be completed will be determined by the school, according to the number of divisions or levels that exist at the school. Each "vertical" report will cover a single subject area or discipline through the full grade range of the school. In each of the many reports required for Section B, the school will use the same steps as those listed above for Sections A and C-G.

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

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

3. The Team Visit

Following the completion of the self-study, the school is visited by a team of suitably qualified administrators and teachers drawn from other schools 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 Philosophy and Objectives, and the Standards for Accreditation.

It is worth emphasizing here that during the course of the visit, no assessment should be made of individual staff member's performance, nor will critical reference be made to any specific individual in the report of the Visiting Team. The job of the Team is to review the quality of the educational experiences offered at the school, not to assess the qualities of individual teachers.

The Team will write a detailed report which will address every part of the self-study. For each of the Part Two Sections A and C-G, and the many Sections under B, the Team will offer a narrative of its findings and a set of commendations and recommendations. The Visiting Team Report will be sent to CIS, and will be forwarded to the school as soon as initial analysis has been carried out.

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

4. Decision on Accreditation

The CIS Accreditation Service and its Advisors will carefully review the Visiting Team Report and consider the recommendations of the Visiting Team relative to possible accreditation of the school. A recommendation will then go before the CIS Board of Trustees.

The decision by each Board may be to:

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

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

5. Subsequent Procedures

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

- a. The First Report on Progress and Planning, prepared by the school at a date to be specified by the CIS (typically no later than 18 months from the Team Visit). This shall contain a summary of the recommendation responses already completed by the school and Action Plans for addressing the other recommendations of the Visiting Team. An on-site visit may be required at the option of CIS.
- b. A Five Year Report that shows how the school has addressed the Visiting Team's recommendations following its own Action Plans. The accrediting association(s) will also expect to see Action Plans for the coming period included in this report. Receipt of the school's report will be followed by an on-site visit by at least two people appointed by CIS, and they will themselves write a comprehensive report.
- c. Special Reports and/or Special Visits at any stage of the accreditation cycle if considered necessary

E. Benefits of the Accreditation Process

The award of accreditation itself.

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

The opportunity for self-assessment.

To some extent continuous improvement is already a goal of schools, but not at the level to which self-evaluation is taken during the writing of the self-study when the school is working to meet clearly stated external standards and demanding deadlines. Schools earning accreditation status tend to agree that introspection has been the most valuable aspect of the entire process. Also of significant benefit is the opportunity for school staff to meet collaboratively, often across disciplines and divisions of the school, to discuss issues, to identify concerns, and to propose improvements.

The opportunity for improved intra-school contact and understanding.

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

The opportunity to receive an external assessment.

The Team Visit involves a detailed, objective evaluation which reflects the perspectives of fellow professionals who have been trained in the evaluation process and who are familiar with both the Standards for Accreditation and the unique nature and concerns of international schools.

A plan for the future.

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

Affirmation of the school's needs.

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

PART ONE

DESCRIPTIONS OF COMMUNITY, SCHOOL, STUDENT PROFILES AND THE RESULTS OF OPINION SURVEYS

Part One of this Guide is the initial stage in the Self-Study process and should be completed early in the Self-Study process, before commencing Part Two. All Self-Study Committees, and later all Visiting Team members, will need to use this material in their work. It is imperative, therefore, that this part is updated just prior to the Team Visit.

In order to make the opinion surveys more specific, schools which have multiple campuses may apply the survey separately to each campus.

DESCRIPTIONS OF COMMUNITY, SCHOOL AND STUDENTS

INTRODUCTION

An understanding of the characteristics of the community, school, and students is essential in order to meet the students' needs. Equally important are the expectations held by the school in its local area as the school determines what programmes and learning experiences to provide. The information summarized in this section will be valuable data as the school assesses the degree to which its programme serves the students, parents, and community.

Duly completed Part One documents in their entirety should be made available to all Self-Study Committees carrying out the procedures described in Part Two of this Guide. All Part One documents must also be sent to all Visiting Team members one month in advance of their arrival on site.

The Part One Committee, whose role is to carry out this component of the Self-Study, should assemble materials requested under the all headings which now follow.

GENERAL

Create written paragraphs which address the following aspects of the school and its community:

1. A summary of the history and major characteristics of the school, the community and the student body.
2. Comments on the composition of the current student body, describing the national and cultural backgrounds of students.
3. An identification of voluntary adult groups that regularly contribute to the mission of the school (examples: Parent Teacher Organisation, Alumni) and an explanation of their roles.
4. Relationship to the local government including special opportunities and support provided.
5. What qualities or characteristics attract students to the school?
6. Describe briefly the public relations materials produced that support the programme (e.g. newsletters and brochures).

SCHOOL STAFF

1. Please complete the Staff List in the Part One Appendix (best constructed as a data-base) . This document should be an up-dated version of that used when the Prior Information was compiled before the Preliminary or Preparatory Visit. Self-Study Committees, for example those considering Sections B and D, will need to extract data from this list later.
2. Give the rate of staff turnover over the past five years, and comment on any reasons for these figures and issues which they raise.

STUDENTS CURRENTLY ON ROLL

- Complete the chart below to show numbers of students, class by class. Please use enrolment figures on 1st October of the academic year or 1st March in the case of schools which operate a southern hemisphere timetable.

Students' Approx. Age	0 to 3 years	3 to 4 years	4 to 5 years	5 to 6 years	6 to 7 years	7 to 8 years	8 to 9 years	9 to 10 years	10 to 11 years
Notation for Class or Grade									
No. of Boys									
No. of Girls									
Total									

Students' Approx. Age	11 to 12 years	12 to 13 years	13 to 14 years	14 to 15 years	15 to 16 years	16 to 17 years	17 to 18 years	18+ years
Notation for Class or Grade								
No. of Boys								
No. of Girls								
Total								

Whole School Roll:

Boys total

Girls total

Total roll

STUDENT NATIONALITIES:

List below the statistically most prominent student nationalities currently on roll.

Nationality	Percentage of Student Body

GRADUATES/SCHOOL LEAVERS:

Indicate in general categories the current status of last three year's secondary school graduates/secondary school leavers. (Not applicable to school with no secondary section.)

Type	Number for last year	Number for two year s ago	Number for three years ago
Now Attending College/University			
Engaged in an Occupation			
Others (please specify)			

STUDENT MOVEMENT PATTERNS - ENROLMENT

- a. In the table below indicate the major reason for new student enrolment. Do not count any student more than once. Include those who have entered during the 12 months preceding the opening of the current school year.

Reason for Enrolment	Number of new students enrolled in each school division (names of divisions may be chosen by the school)				Total for each reason
	e.g. Early Childhood	e.g. Elementary	e.g. Middle School	e.g. High School	
Change of residence					
Special Academic Offerings					
Others (please specify)					

- b. Comment on patterns for new enrolment (e.g., the unique availability of some course, or the closing of a near-by school).

STUDENT MOVEMENT PATTERNS - WITHDRAWAL

- a. In the table below indicate the major reason for withdrawal provided by each student. If no major reason was given, determine the most plausible reason from the records of the student. Do not count any student more than once. Include those who have withdrawn from school during the 12 months preceding the opening of the current school year.

Reason for Withdrawal	Number of students withdrawn in each school division (names of divisions may be chosen by the school)				Total for each reason
	e.g. Early Childhood	e.g. Elementary	e.g. Middle School	e.g. High School	
Change of residence					
Financial problems					
Discipline problem					
Academic difficulty					
Student/Parent dissatisfaction					
Others (please specify)					
Total					

- b. Does any factor seem especially important in explaining the withdrawals (e.g., academic difficulty in the upper grades, etc.)?

STUDENT ACHIEVEMENTS

1. Provide results for the last three academic years of any external assessments of academic achievement and aptitude. Examples include the following, though the school may provide others:
 - a. Results from AP, IB, GCSE, IGCSE, “A” Level, Abitur, French Baccalaureate, etc.
 - b. SAT scores
 - c. Records from external tests, e.g., the Iowa Tests of Basic Skills, International Schools Assessments (ACER), etc
2. Identify the main features of these academic results and the issues they raise for the continuing improvement of the school.
3. Provide details of all other types of student achievement. Examples include the following, though the school may provide others:
 - a. Sporting achievements
 - b. Achievements in the fields of debate, drama, music and other performing arts
 - c. Achievement in recognised award programmes such as the International Award (Duke of Edinburgh Award), etc.
4. Identify the main features of these non-academic achievements and the issues they raise for the continuing improvement of the school

THE OPINION SURVEY

Important to the success of a school are the attitudes of the students, teacher, parents, and other community members toward its programme. The school is therefore expected to conduct and analyse Opinion Surveys of students, faculty/staff, Governing Body members and parents (option: Alumni/ex-students) regarding the school and its programme.

The school must use the Survey Instruments which have been specially constructed for CIS and any collaborating agencies by the Global Institute for Student Aspirations (GISA) at Endicott College. These can be accessed at:

<http://www.centerforresearch.net/?page=surveys>

Choose the “CIS/NEASC Self-Study Survey”.

Survey Contact Person:

Peter Hart; Global Institute for Student Aspirations (GISA); Endicott College;

376 Hale Street; Beverly; MA 01915; USA

lehart@endicott.edu or Andrea Liacos email: aliacos@endicott.edu

Tel: +1 978 232 2058 Fax: +1 978 232 5220

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

The school may also 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 CIS and/or NEASC to seek translations of the survey into other languages if required - the list of languages available (free) can be obtained from: SueCollins@cois.org or JHowe@neasc.org

COMMENTS ON OPINION SURVEY RESULTS

Part One of the Self-Study Report submitted to CIS, NEASC and the Visiting Team by the school must contain the results from these Surveys, as compiled externally by the GISA. The school must also add a one or two typed page document for each survey (students, staff, Governing Body members, parents, and *optional* alumni/ex-students) in which the Part One Self-Study Committee explains:

- The most significant findings of the survey
- The implications
- The actions taken or planned by the school as a consequence of the findings.

While the statistics emerging from the Opinion Surveys will be of interest, it will be much more important for CIS, NEASC and Visiting Team members to read how the school has reacted to the main findings.

PART TWO

AN ANALYSIS OF ALL AREAS OF A SCHOOL'S OPERATIONS

In cases where schools operate on more than one campus, and where it would make the self-study more effective, schools may opt to apply some of the following sections separately to each campus.

GUIDELINES FOR PART TWO OF THE SELF-STUDY

The "Five Step Analysis" of the Areas of a School's Operation

These general guidelines are to be used in completing each of the Self-Study Sections.

Copies of these guidelines should be made available to all persons working on each Section of the Self-Study Report.

All documentation submitted as part of a Self-Study Report must be written in English (unless the accrediting agency has given specific permission for some Sections to be written in another language).

STEP ONE: COLLECT AND REVIEW THE INFORMATION

The Self-Study Committee should collect all the information requested, both to assist it in the rating of Indicators and Standards in Step Three and as evidence (to be made available to the Visiting Team) to support those ratings:

First, collect and review the Profiles and the analysis of the survey results generated in Part One of the Self-Study, as well as the current version of the Philosophy and Objectives.

Secondly, collect and review all the materials requested in the list. Current documents should be used whenever possible. Items marked with an asterisk* must be included in the report eventually to be sent to Visiting Team members. The other items are likely to be too bulky or too expensive to be duplicated. Therefore only a brief summary of these items should be contained in the report to be sent to the Visiting Team, and the complete items should be available in the Team Meeting Rooms at the school and the hotel for perusal during the Team Visit week. All material, either sent to Team members or made available during the visit week, should be clearly organised and labelled.

STEP TWO: WRITE THE DESCRIPTIVE PROFILE

The Self-Study Committee should produce the Descriptive Profile of the area by responding succinctly to all the questions shown, and by filling out any forms in cases where they are provided. Each answer may be written underneath a copy of the corresponding question, or answers may be fused into continuous prose.

Responses to the questions and entries on any forms should be purely factual, and should not include evaluations or judgments. The Self-Study Committee has ample opportunities to express its opinions in Steps Three and Four.

Later, once verified, this Descriptive Profile will inform the Visiting Team as it writes its report. Therefore its contents must be as current and accurate as possible, reflecting the situation in the school as the Visiting Team will find it. Normally, a Descriptive Profile should occupy just one to two typed pages.

STEP THREE: RATE THE SCHOOL AGAINST THE INDICATORS AND THE STANDARDS FOR ACCREDITATION

The Committee should use the information collected in Step One as a source of evidence upon which the ratings in this step will be based.

- i. For each Standard, the Self-Study Committee should first consider all the Indicators provided and rate the school's own practice against each one (W = Widely Implemented; P = Partially Implemented; N = Not Implemented). Given that the circumstances of each school are unique, the Committee may wish to add one or more of its own Indicators to the list and also give a rating against them. The Committee may comment on any of its ratings if considered to be appropriate.
- ii. The Self-Study Committee should then examine each Standard for Accreditation, and rate the school accordingly (M = Meets the Standard; D = Does Not Meet the Standard; E = Exceeds the Standard). The Committee's work in rating the school against the Indicators, both those provided and any others added,

will guide the process of rating the Standard. All ratings of "D" or "E" must be accompanied by brief explanatory comments. The Committee is also encouraged to comment on any "M" rating where this would help to clarify the response.

STEP FOUR: WRITE THE STATEMENT OF CONCLUSIONS

In a series of brief statements, keeping the Standards in mind, the Self-Study Committee should write its main conclusions for this Section with respect to:

- i. Principal strengths in the area concerned which impact positively upon the quality of students' learning and/or well-being
- ii. Principal factors needing strengthening in order to improve the quality of students' learning and/or well-being
- iii. Draft Plans for Improvement which will impact positively upon the quality of students' learning and/or well-being. These Draft Plans (which ideally would include timelines, lists of those responsible for action, resources required, etc.) will be useful to the school as it draws up its Action Plans for inclusion in the First Progress Report at a later stage of the accreditation process. The Committee should ensure that it includes *Draft Plans for Improvement* which address all Standards given a "D" rating in Step Three.

STEP FIVE: ASSEMBLE, SIGN AND SUBMIT THE SELF-STUDY REPORT

The Self-Study Committee should carefully assemble all the materials collected and produced during Steps One to Four inclusive, so as to form the Self-Study Report on the Section concerned.

As evidence of the co-operative action which is so vital in this process, the cover page for this Section in the report should carry the name, position and signature of all the Self-Study Committee members responsible for it. Note: no one person should be exclusively responsible for evaluating any particular area of a school's operation.

The Self-Study Committee should submit its report to the Self-Study Steering Committee.

The Guide to School Evaluation and Accreditation**SECTION A****PHILOSOPHY AND OBJECTIVES**

SELF-STUDY REPORT OF:

School: _____

Address: _____

Date Report Completed: _____

* * *

PERSONS RESPONSIBLE FOR PREPARING THIS SECTION OF THE REPORT:

Typed Name	Position	Signature
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SECTION A: PHILOSOPHY AND OBJECTIVES

Note: 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 Philosophy and Objectives statement.

Introduction

A central tenet of the accreditation process is that a school must operate with a clear understanding of its mission relative to the needs of its students. The School Philosophy is a statement of the beliefs held by the school community (staff, management, governing body, parents and students) about the education of young people and the purposes and goals of the school. Everyone at an effective school should know what the institution stands for, knows what it seeks to accomplish, and should understand why it teaches in the way it does.

In an effective school, the Philosophy and Objectives are systematically developed and reviewed by the broad school community at appropriate intervals. Action planning is needed to translate the Philosophy and Objectives into practice, and systematic monitoring of the school's effectiveness in doing so should be an essential part of promoting continuous school improvement.

An effective school's Philosophy and Objectives Statement commonly contains 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.
- Consistency with the spirit of the United Nation Universal Declaration of Human Rights, and a commitment to promote international and intercultural experiences for students. These are vital features, given that the school has chosen to participate in an international accreditation process.

School Objectives should flow from the Philosophy statement, and should be practical and measurable in nature. They should cover all school operations in such a way that any one given area can derive its own specific objectives from the general school-wide list.

NOTE:

Please see Appendix A for more practical guidance concerning this area of the school's Self-Study.

Instructions

Self-Study Committee members should now follow Steps One to Five as they consider this area of school life.

STEP ONE: COLLECT AND REVIEW THE INFORMATION

The Self-Study Committee should collect the following information, both to assist it in the rating of Indicators and Standards in Step Three and as evidence (to be made available to the Visiting Team) to support those ratings:

First, collect and review the Profiles and the analysis of the survey results generated in Part One of the Self-Study, as well as the current version of the Philosophy and Objectives.

Secondly, collect and review all the materials requested in the list below. Current documents should be used whenever possible. Items marked with an asterisk* must be included in the report eventually to be sent to Visiting Team members. The other items are likely to be too bulky or too expensive to be duplicated. Therefore only a brief summary of these items should be contained in the report to be sent to the Visiting Team, and the complete items should be available in the Team Meeting Rooms at the school and the hotel for perusal during the Team Visit week. All material, either sent to Team members or made available during the visit week, should be clearly organised and labelled.

1. The school's Philosophy and Objectives Statement*
2. All publications (e.g. School Prospectus*) used to inform the community and outside organisations about the school, its Philosophy and Objectives.
3. Details of the process by which the school's Philosophy and Objectives have been developed and regularly reviewed. 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, etc)
 - c. the frequency with which the review process has, and will, take place
4. Details of the action planning process (who, when, how) which translates the Philosophy and Objectives into practice.
5. Details of the process by which the practical impact of the Philosophy and Objectives on school life is monitored (who, when, how). Include the results of the latest monitoring.
6. The school's Admission Policies* and Procedures*.

STEP TWO: WRITE THE DESCRIPTIVE PROFILE

The Self-Study Committee should produce the Descriptive Profile of this area by responding succinctly to all the questions shown and by filling out any forms in cases where they are provided. Each answer may be written underneath a copy of the corresponding question, or answers may be fused into continuous prose.

Responses to the questions and entries on any forms should be purely factual, and should not include evaluations or judgments. The Self-Study Committee has ample opportunities to express its opinions in Steps Three and Four.

Later, once verified, this Descriptive Profile will inform the Visiting Team as it writes its report. Therefore its contents must be as current and accurate as possible, reflecting the situation in the school as the Visiting Team will find it. Normally, a Descriptive Profile should occupy just one to two typed pages.

Questions to be answered, with the Standards in mind, when producing the Descriptive Profile:

1. By what process, and by whom, was the current Philosophy and Objectives Statement created?
2. When was the current Philosophy and Objectives Statement formally approved, and by whom?
3. What are the major features of the Philosophy and Objectives Statement?
4. By what means is the Philosophy and Objectives Statement communicated to the entire school community and appropriate recipients outside that community?
5. What action planning processes are used to translate the Philosophy and Objectives into practice?
6. What means are used to monitor the school's effectiveness in putting its Philosophy and Objectives into practice?
7. What features of the Philosophy and Objectives commit the school to act within the auspices of the United Nations Universal Declaration of Human Rights?
8. What features of the Philosophy and Objectives Statement commit the school to promote international and inter-cultural experiences for its students? How does this commitment show itself in practice?
9. What admissions policies and procedures are in use, and how do they ensure there is a reasonable match between an admitted student's needs and the programme offered by the school?

STEP THREE: RATE THE SCHOOL AGAINST THE INDICATORS AND THE STANDARDS FOR ACCREDITATION

The Committee should use the information collected in Step One as a source of evidence upon which the ratings in this step will be based.

- i. For each Standard, the Self-Study Committee should first consider all the Indicators provided and rate the school's own practice against each one (W = Widely Implemented; P = Partially Implemented; N = Not Implemented). Given that the circumstances of each school are unique, the Committee may wish to add one or more of its own Indicators to the list and also give a rating against them. The Committee may comment on any of its ratings if considered to be appropriate.
- ii. The Self-Study Committee should then examine each Standard for Accreditation, and rate the school accordingly (M = Meets the Standard; D = Does Not Meet the Standard; E = Exceeds the Standard). The Committee's work in rating the school against the Indicators, both those provided and any others added, will guide the process of rating the Standard. All ratings of "D" or "E" must be accompanied by brief explanatory comments. The Committee is also encouraged to comment on any "M" rating where this would help to clarify the response.

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

Section A: STANDARD ONE	Rating E, M or D
The school shall have a clear and effective written statement of its philosophy and objectives, appropriate for the students it serves	
<i>Comment (if applicable):</i>	

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

Section A: STANDARD TWO	Rating E, M or D
The school's philosophy and objectives shall be generally known, understood and accepted by the governing body, school management, staff, parents, and students.	
<i>Comment (if applicable):</i>	

	Section A: INDICATORS RELATED TO STANDARD THREE	Rating W, P or N
3a	Appropriate action planning procedures are in use to translate the Philosophy and Objectives into practice.	
3b	Appropriate procedures are used to monitor the effectiveness of the Philosophy and Objectives in the life of the school.	
3c	Appropriate reference is made to the Philosophy and Objectives in decision-making processes.	
3d	Effective procedures are used to collect and analyse hard data and opinions to determine the school's degree of success in achieving the aspirations expressed in its Philosophy and Objectives.	
3e	Effective procedures are used to enable the school to react positively if evidence shows that the aspirations expressed in the Philosophy and Objectives are not being achieved.	

Section A: STANDARD THREE	Rating E, M or D
There shall be procedures which enable the school to determine its degree of success in putting its Philosophy and Objectives into practice.	
<i>Comment (if applicable):</i>	

	Section A: INDICATORS RELATED TO STANDARD FOUR	Rating W, P or N
4a	The Philosophy and Objectives Statement is consistent with the spirit of the United Nations Universal Declaration of Human Rights.	
4b	In practice, the school operates within the spirit of the United Nations Universal Declaration of Human Rights.	

Section A: STANDARD FOUR	Rating E, M or D
The school's Philosophy and Objectives shall lead the school to act within the spirit of the United Nations Universal Declaration of Human Rights.	
<i>Comment (if applicable):</i>	

	Section A: INDICATORS RELATED TO STANDARD FIVE	Rating W, P or N
5a	The Philosophy and Objectives Statement clearly states the school's commitment to promoting international and intercultural experiences for its students.	
5b	In practice, all students at all levels are receiving experiences in internationalism and interculturalism through the formal curriculum and/or activities programme offered at the school.	

Section A: STANDARD FIVE	Rating E, M or D
The Philosophy and Objectives shall commit the school to promoting international and inter-cultural experiences for its students.	
<i>Comment (if applicable):</i>	

Reminder: Comments should have been made in the appropriate box for any Standard rated "D" or "E". Comments are optional for any Indicators as well as for Standards rated "M".

STEP FOUR: WRITE THE STATEMENT OF CONCLUSIONS

In a series of brief statements, keeping the Standards in mind, the Self-Study Committee should write its main conclusions for this Section with respect to:

- i. Principal strengths in the area concerned which impact positively upon the quality of students' learning and/or well-being
- ii. Principal factors needing strengthening in order to improve the quality of students' learning and/or well-being
- iii. Draft Plans for Improvement which will impact positively upon the quality of students' learning and/or well-being. These Draft Plans (which ideally would include timelines, lists of those responsible for action, resources required, etc.) will be useful to the school as it draws up its Action Plans for inclusion in the First Progress Report at a later stage of the accreditation process. The Committee should ensure that it includes *Draft Plans for Improvement* which address all Standards given a "D" rating in Step Three.

STEP FIVE: ASSEMBLE, SIGN AND SUBMIT THE SELF-STUDY REPORT

The Self-Study Committee should carefully assemble all the materials collected and produced during Steps One to Four inclusive, so as to form the Self-Study Report on the Section concerned.

As evidence of the co-operative action which is so vital in this process, the cover page for this Section in the report should carry the name, position and signature of all the Self-Study Committee members responsible for it. Note: no one person should be exclusively responsible for evaluating any particular area of a school's operation.

The Self-Study Committee should submit its report to the Self-Study Steering Committee.

The Guide to School Evaluation and Accreditation**SECTION B
CURRICULUM**

SELF-STUDY REPORT OF:

School: _____

Address: _____

Date Report Completed: _____

* * *

PERSONS RESPONSIBLE FOR PREPARING THIS SECTION OF THE REPORT:

Typed Name	Position	Signature
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SECTION B: CURRICULUM

Introduction

The curriculum standards address the design, delivery, assessment and review of the full range of educational experiences and programmes that make up the school experience. Each school is expected to adopt and implement a comprehensive academic curriculum and a programme of student activities that meet the needs of students and reflect the mission of the school. If the curriculum is based on an outside published source, the school's documentation should show how the "off-the-shelf" programmes have been specifically adapted to meet the needs of its particular students in its particular location, and how the programme helps to accomplish the particular school's goals.

In defining what students should know, understand, and be able to do, the school is encouraged to emphasize both vertical and horizontal articulation within and between disciplines and across divisions of the school and to use the resources of the host country to enhance the learning experience. The academic programme, while sometimes taught in discrete subjects, should be designed to identify common strands and to reinforce curriculum links so that students can make meaningful connections and build on previous work in significant ways.

Knowledge of developmental and learning style differences among students is essential to the use of a student-centred pedagogy where diverse learning and assessment strategies are evident. Appropriate professional development offerings will enhance the development, delivery, and evaluation of the school's curriculum and its other programmes.

In effective schools, the results of student assessment are used to evaluate the strength of the curriculum and to inform decisions about teaching strategies as well as to measure student progress. The regular analysis, dissemination, and use of assessment data reflect an environment where continuous improvement is valued.

Section B is different from the other Sections (A, and C to G) in that it articulates standards and indicators that will be used to create *multiple* self-study reports. As a consequence, the school must determine in advance how many curriculum reports will be necessary to fully reflect both its organisational structure and the scope of its subject offerings. Separate self-study committees should be assigned to create the reports that are described below.

Horizontal Approach by School Division. Using the same set of curriculum standards and indicators, the school will follow the five steps described in the instructions below to create *a series of* separate curriculum reports, one for each of its divisions. The number of these horizontal reports will reflect the school's unique grade range and organisational structure (e.g. Section B – Elementary, Section B – Middle School, Section B – Secondary, etc.). It will be the decision of the school as to how many of these horizontal reports will be completed as part of the self-study.

Vertical Approach by Subject Area. The school will also use the same set of standards and indicators to create *a series of* separate vertical curriculum reports, one for each of the subject areas that are taught (e.g. Section B – Mathematics, Section B – Music, Section B – Science, etc.). Each of these reports should cover the full range of grades (year-groups) in which the subject is taught. It will be the decision of the school as to how many of these vertical reports will be needed in order to cover the full range of subject offerings. Schools may decide to evaluate the English as a Second (or Other) Language programme in one of these vertical Section B reports, though the ELS requirements in Section E must also be fulfilled.

NOTE:

Please see Appendix B for more practical guidance concerning this area of the school's Self-Study. In particular, please read the supplementary instructions on production of multiple curriculum reports.

Instructions

Each of the Self-Study Committee groups should now follow Steps One to Five as they consider the curriculum.

STEP ONE: COLLECT AND REVIEW THE INFORMATION

The Self-Study Committee should collect the following information, both to assist it in the rating of Indicators and Standards in Step Three and as evidence (to be made available to the Visiting Team) to support those ratings:

First, collect and review the Profiles and the analysis of the survey results generated in Part One of the Self-Study, as well as the current version of the Philosophy and Objectives.

Secondly, collect and review all the materials requested in the list below. Current documents should be used whenever possible. Items marked with an asterisk* must be included in the report eventually to be sent to Visiting Team members. The other items are likely to be too bulky or too expensive to be duplicated. Therefore only a brief summary of these items should be contained in the report to be sent to the Visiting Team, and the complete items should be available in the Team Meeting Rooms at the school and the hotel for perusal during the Team Visit week. All material, either sent to Team members or made available during the visit week, should be clearly organised and labelled.

Some documents, such as curriculum guides, may be collected for the first of the many curriculum reports and then simply referenced in the others if appropriate, hence avoiding duplication of effort.

1. Curriculum documentation for the school division or subject area. (Please see remarks in the introduction to this section which make it clear that these must be more than just “off-the-shelf” copies of a published curriculum manual created by some outside body. Also please see Standard B2 and its Indicators).
2. A listing* of teachers in the division or subject area including their grade level or subject assignment and qualifications (this information should be extracted from the whole staff list assembled in Part One of the Self-Study).
3. 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
4. Where appropriate, a chart* indicating the names of subjects or courses, numbers of sections (i.e. parallel groups) and enrolments by class or course, and the credit status and nature of the offering (elective or required)
5. A statement of philosophy*, if one exists, for the school division or subject area
6. A summary of recent professional development offerings or experiences related to curriculum design, implementation, assessment or review
7. A copy of the assessment policy* and/or or a description of assessment practices* as appropriate to the school division or subject area being reported
8. Documentation on the range of learning activities that are typical in the school division or subject area being reported
9. Results of student achievements for the last three years as collected in Part One of the self-study under the heading “Student Achievements”.

STEP TWO: COMPLETE THE FACT SHEET (SUBJECT AREA REPORTS) OR WRITE THE DESCRIPTIVE PROFILE (SCHOOL DIVISION REPORTS)

In the case of vertical subject area reports, the Self-Study Committee should complete the Fact Sheet found in the appendix. (Horizontal school divisional reports do not use the Fact Sheets.)

In the case of horizontal school division reports, the Self-Study Committee should produce a Descriptive Profile of the division of the school by responding succinctly to all the questions shown. (Vertical subject area reports do not need to respond these questions.) Each answer may be written underneath a copy of the corresponding question, or answers may be fused into continuous prose.

Responses to the questions and entries on any forms should be purely factual, and should not include evaluations or judgments. The Self-Study Committee has ample opportunities to express its opinions in Steps Three and Four.

Later, once verified, this Descriptive Profile or the Fact Sheet will inform the Visiting Team as it writes its report. Therefore its contents must be as current and accurate as possible, reflecting the situation in the school as the Visiting Team will find it. Normally, a Descriptive Profile should occupy just one to two typed pages.

Questions to be answered, with the Standards in mind, when producing the Descriptive Profile of a school division:

1. What division (grade range) of the school does this report address?
2. Is there a philosophy or mission that is unique to this division of the school?
3. How many students and teachers are included in this division of the school?
4. What subjects are taught in this division and how frequently are they offered?
5. What is the length of the typical class period or number of minutes per week of instruction per subject?
6. What kinds of learning and assessment strategies are typical in this division of the school?
7. Is the curriculum unique to the school or are established models such as AP or IB in use?
8. What are the practices for curriculum review and development at this level of the school? Include teacher roles in curriculum design and describe any opportunities for interdisciplinary communication and planning.
9. What co-curricular opportunities exist for students in this division of the school?
10. What indoor and outdoor facilities (classrooms, labs, common areas, etc.) are provided for this division of the school?
11. (For secondary) What are the graduation requirements and credit allocations?
12. How is information about learning expectations and student progress communicated to students and parents?
13. How are the results of assessment analysed, used, and shared to improve teaching and learning in this division of the school?
14. What kinds of professional development opportunities, appropriate to this division of the school, are offered to enhance teaching and learning?

STEP THREE: RATE THE SCHOOL AGAINST THE INDICATORS AND THE STANDARDS FOR ACCREDITATION

The Committee should use the information collected in Step One as a source of evidence upon which the ratings in this step will be based.

- i. For each Standard, the Self-Study Committee should first consider all the Indicators provided and rate the school's own practice against each one (W = Widely Implemented; P = Partially Implemented; N = Not Implemented). Given that the circumstances of each school are unique, the Committee may wish to add one or more of its own Indicators to the list and also give a rating against them. The Committee may comment on any of its ratings if considered to be appropriate.
- ii. The Self-Study Committee should then examine each Standard for Accreditation, and rate the school accordingly (M = Meets the Standard; D = Does Not Meet the Standard; E = Exceeds the Standard). The Committee's work in rating the school against the Indicators, both those provided and any others added, will guide the process of rating the Standard. All ratings of "D" or "E" must be accompanied by brief explanatory comments. The Committee is also encouraged to comment on any "M" rating where this would help to clarify the response.

Section B: INDICATORS RELATED TO STANDARD ONE		Rating W, P or N
1a	Curriculum design and delivery are consistent with the school's philosophy, objectives, and policies.	
1b	The curriculum reflects school policies on:	
	admissions and placement	
	student assessment	
	student records	
	reports on student achievement	

Section B: STANDARD ONE	Rating E, M or D
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's philosophy, objectives and policies.	
<i>Comment (if applicable):</i>	

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

Section B: STANDARD TWO	Rating E, M or D
The curriculum shall be comprehensively documented.	
<i>Comment (if applicable):</i>	

	Section B: INDICATORS RELATED TO STANDARD THREE	Rating W, P or N
3a	The curriculum is appropriately balanced.	
3b	The curriculum ensures that all students can profit from school offerings.	
3c	All students are challenged by the content of their courses.	
3d	The professional staff demonstrates a thorough understanding of the patterns of physical, intellectual, social and emotional growth of students.	

Section B: STANDARD THREE	Rating E, M or D
Curriculum design shall provide for the varied developmental, academic, social, physical and emotional needs of students.	
<i>Comment (if applicable):</i>	

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

Section B: STANDARD FOUR	Rating E, M or D
The curriculum shall be articulated vertically and horizontally throughout the school to ensure continuity within and among divisions and disciplines.	
<i>Comment (if applicable):</i>	

	Section B: INDICATORS RELATED TO STANDARD FIVE	Rating W, P or N
5a	Local cultures are incorporated into the curriculum in appropriate ways.	
5b	The cultural diversity of the community is used to enrich the curriculum.	

Section B: STANDARD FIVE	Rating E, M or D
The curriculum shall utilise the culture(s) of the host country and the diversity in the school community to enhance the educational experiences of students.	
<i>Comment (if applicable):</i>	

	Section B: INDICATORS RELATED TO STANDARD SIX	Rating W, P or N
6a	The curriculum emphasises the processes of gathering, organising, presenting and applying ideas and information.	
6b	The curriculum provides experiences in critical thinking and problem solving skills.	
6c	The curriculum provides opportunities for students to develop awareness of their own learning styles.	

Section B: STANDARD SIX	Rating E, M or D
The curriculum shall develop those skills and abilities which will prepare students for lifelong learning.	
<i>Comment (if applicable):</i>	

	Section B: INDICATORS RELATED TO STANDARD SEVEN	Rating W, P or N
7a	The school provides relevant professional development to assist teachers in designing and developing curriculum.	
7b	The school provides professional development in content areas relevant to teachers' assignments.	
7c	The school provides professional development to assist teachers in improving pedagogy.	

Section B: STANDARD SEVEN	Rating E, M or D
The school shall provide ongoing professional development to improve implementation of the curriculum.	
<i>Comment (if applicable):</i>	

	Section B: INDICATORS RELATED TO STANDARD EIGHT	Rating W, P or N
8a	Teaching methods vary according to the nature of the subject matter.	
8b	Teachers create stimulating learning environments to engage students.	
8c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.	
8d	Teaching methods provide appropriately for students for whom English is not the first language.	

Section B: STANDARD EIGHT	Rating E, M or D
The teaching staff shall implement the curriculum through a range of approaches and teaching strategies that recognise diverse learning styles.	
<i>Comment (if applicable):</i>	

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

Section B: STANDARD NINE	Rating E, M or D
The school shall provide appropriate support and resources to implement the curriculum.	
<i>Comment (if applicable):</i>	

	Section B: INDICATORS RELATED TO STANDARD TEN	Rating W, P or N
10a	Expected learner outcomes are shared with parents and students.	
10b	Grading standards and criteria are clearly stated.	
10c	Lesson planning reflects clearly defined learner outcomes and previously communicated expectations.	

Section B: STANDARD TEN	Rating E, M or D
Teachers shall establish and communicate clear expectations to students and parents.	
<i>Comment (if applicable):</i>	

Section B: INDICATORS RELATED TO STANDARD ELEVEN		Rating W, P or N
11a	Teachers prepare and apply assessment materials which ascertain students' achievement of desired outcomes.	
11b	Teachers analyse student performance through a variety of assessment models, such as: formal testing, self-assessment, peer review, projects, etc.	
11c	The school provides sufficient means to secure assessment instruments that compare student achievement with similar students elsewhere.	
11d	The school regularly monitors the quality of student assessment procedures.	

Section B: STANDARD ELEVEN	Rating E, M or D
The school shall regularly assess the effectiveness of teaching and learning.	
<i>Comment (if applicable):</i>	

Section B: INDICATORS RELATED TO STANDARD TWELVE		Rating W, P or N
12a	Staff members develop, review and revise the curriculum on a regular basis.	
12b	The school encourages pilot curriculum innovations, monitored by appropriate assessment techniques.	
12c	Staff members consider current educational thinking in revising curriculum and instruction.	

Section B: STANDARD TWELVE	Rating E, M or D
Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.	
<i>Comment (if applicable):</i>	

Section B: INDICATORS RELATED TO STANDARD THIRTEEN		Rating W, P or N
13a	Teachers use the results of student assessment to modify teaching and to improve learning.	
13b	Teachers use the results of student assessment in curriculum planning.	

Section B: STANDARD THIRTEEN	Rating E, M or D
Administrators and teachers shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.	
<i>Comment (if applicable):</i>	

Section B: INDICATORS RELATED TO STANDARD FOURTEEN		Rating W, P or N
14a	The school provides regular information on student achievement to help parents remain advised of their child’s progress.	
14b	The school has a thorough, effective system of reporting on school and student performance.	
14c	The overall results of any standardised achievement tests are shared with the school community.	

Section B: STANDARD FOURTEEN	Rating E, M or D
The school shall record, analyse and report to appropriate members of the school community the results of school and student performance.	
<i>Comment (if applicable):</i>	

Reminder: Comments should have been made in the appropriate box for any Standard rated "D" or "E". Comments are optional for any Indicators as well as for Standards rated “M”.

STEP FOUR: WRITE THE STATEMENT OF CONCLUSIONS

In a series of brief statements, keeping the Standards in mind, the Self-Study Committee should write its main conclusions for this Section with respect to:

- i. Principal strengths in the area concerned which impact positively upon the quality of students' learning and/or well-being
- ii. Principal factors needing strengthening in order to improve the quality of students' learning and/or well-being
- iii. Draft Plans for Improvement which will impact positively upon the quality of students' learning and/or well-being. These Draft Plans (which ideally would include timelines, lists of those responsible for action, resources required, etc.) will be useful to the school as it draws up its Action Plans for inclusion in the First Progress Report at a later stage of the accreditation process. The Committee should ensure that it includes *Draft Plans for Improvement* which address all Standards given a "D" rating in Step Three.

STEP FIVE: ASSEMBLE, SIGN AND SUBMIT THE SELF-STUDY REPORT

The Self-Study Committee should carefully assemble all the materials collected and produced during Steps One to Four inclusive, so as to form the Self-Study Report on the Section concerned.

As evidence of the co-operative action which is so vital in this process, the cover page for this Section in the report should carry the name, position and signature of all the Self-Study Committee members responsible for it. Note: no one person should be exclusively responsible for evaluating any particular area of a school's operation.

The Self-Study Committee should submit its report to the Self-Study Steering Committee.

The Guide to School Evaluation and Accreditation

SECTION C

GOVERNANCE AND MANAGEMENT

SELF-STUDY REPORT OF:

School: _____

Address: _____

Date Report Completed: _____

* * *

PERSONS RESPONSIBLE FOR PREPARING THIS SECTION OF THE REPORT:

Typed Name	Position	Signature
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SECTION C: GOVERNANCE & MANAGEMENT

Introduction

The school's pattern of governance and its management structure, including its financial management, are vehicles for carrying out its established philosophy and objectives. The personnel, their responsibilities and the quality of the relationships among the various groups including the governing body, administration, staff, and students enable the delivery of a quality programme for students.

Governance

There are many different models of governance in international schools, and the accreditation of a particular school does not imply that the school need adopt a specific one. Nevertheless, there are essential characteristics which have been found to operate in the interests of developing a quality school. Chief among these are the need to differentiate between governance and management, the written definitions of respective roles, continuing training in and regular evaluation of the key people, and good working relationships. (see Appendix C)

Management

This refers to the day-to-day operations of the school, and it is essential that these matters be very clearly vested in the hands 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 for the school in question. (Further guidance on these matters is to be found in Appendix C.)

Finance

A most important and necessary resource of an educational institution is its funding and the sound management of its finances. Financial resources must not only be adequate to cover operating expenses but also be capable of creating an operating reserve, given that local economic and market conditions can change with little warning for an overseas/international school. All members of the school community rightfully expect that fiscal management and planning practices will ensure, barring national or local political upheaval, that the school can continue for one or two years with minor losses of revenue.

Persons not actively involved in the actual financial management of a quality educational programme cannot always appreciate the fiscal resources necessary to maintain high standards in all areas of operation. Therefore, the governing body should involve in the Self-Study, parents, community leaders and business people who are serving the school in various capacities. The expectation is that they may become more knowledgeable about the need for adequate levels of tuition and fees and for other revenue producing efforts.

Schools wishing to preserve the maximum degree of confidentiality about the finances of their operations will be required to show items 13 to 16 in Step One only to the Chair and Co-Chair of the Visiting Team. In instances in which no Co-Chair has been designated, the Chair will ask one other member of the Team to serve in this capacity *pro tempore*, in order to avoid placing the entire burden of judgement regarding the school's financial status on any one person.

Instructions

Self-Study Committee members should now follow Steps One to Five as they consider this area of school life.

STEP ONE: COLLECT AND REVIEW THE INFORMATION

The Self-Study Committee should collect the following information, both to assist it in the rating of Indicators and Standards in Step Three and as evidence (to be made available to the Visiting Team) to support those ratings:

First, collect and review the Profiles and the analysis of the survey results generated in Part One of the Self-Study, as well as the current version of the Philosophy and Objectives.

Secondly, collect and review all the materials requested in the list below. Current documents should be used whenever possible. Items marked with an asterisk* must be included in the report eventually to be sent to Visiting Team members. The other items are likely to be too bulky or too expensive to be duplicated. Therefore only a brief summary of these items should be contained in the report to be sent to the Visiting Team, and the complete items should be available in the Team Meeting Rooms at the school and the hotel for perusal during the Team Visit week. All material, either sent to Team members or made available during the visit week, should be clearly organised and labelled.

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 Appendix C for copy of the model form).
3. Minutes of the last several Governing Body meetings.
4. Job descriptions* for school managers; heads of departments; business managers; co-ordinators and school personnel as appropriate.
5. Publications* used to inform the parents and community about the school and its programme.
6. A copy of the document(s) showing legal ownership of the school.
7. Organisational chart indicating lines of authority and responsibility.
8. Copy of the school calendar.*
9. A copy of the school's policy manual.
10. The school planning documents, short, medium and long-term.
11. Copies of Governing Body policies on fund-raising and tuition as means of securing sufficient resources to maintain the school.
12. A copy of the annual school budget.
13. A copy of the latest balance sheet.
14. A cash flow prediction for the next six months or suitable accounting period.
15. A certified, external, opinion audit for the most recent fiscal year.

16. A copy of schedules of student fees and other charges.
17. Copies of procedures for billing patrons.
18. Copies of the standard procedure for payment of school obligations.
19. Copies of the complete programme of insurance *carried by the school.
20. 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 alumni, governmental agencies or local agencies
21. An indication of the yearly cost per student using the formula: Total operating costs divided by number of students = student cost.
22. A list of the anticipated major capital expenditures for the school, with reference to the source of funds for such investment.

STEP TWO: WRITE THE DESCRIPTIVE PROFILE

The Self-Study Committee should produce the Descriptive Profile of this area by responding succinctly to all the questions shown and by filling out any forms in cases where they are provided. Each answer may be written underneath a copy of the corresponding question, or answers may be fused into continuous prose.

Responses to the questions and entries on any forms should be purely factual, and should not include evaluations or judgments. The Self-Study Committee has ample opportunities to express its opinions in Steps Three and Four.

Later, once verified, this Descriptive Profile will inform the Visiting Team as it writes its report. Therefore its contents must be as current and accurate as possible, reflecting the situation in the school as the Visiting Team will find it. Normally, a Descriptive Profile should occupy just one to two typed pages.

Questions to be answered and information to be supplied, with the Standards in mind, when producing the Descriptive Profile:

1. When was the school founded?
2. How many members of the governing body are there?
3. How are they selected?
4. Is there a Policy Manual and when was it last up-dated?
5. Where can it be consulted?
6. What is the administrative structure of the school? (include chart)
7. Details of the most recent training for Governing Body members.
8. Outline of the processes by which key decisions are made.
9. Frequency and processes for formal evaluation of the Governing Body and the Head.
10. Outline of methods employed to keep the school community informed about important issues.
11. Number of staff involved in school financial management and their responsibilities.
12. The budget development process and subsequent monitoring.

13. The total school budget for the current year and changes from the previous school year.
14. Method by which parents are informed of their financial obligations.
15. Date of last audit and name of auditing company.
16. Outline of school insurance cover.
17. Evidence of the school's long-term financial stability, including details of how any debts will be serviced.
18. Any other features of school finances and financial management.

STEP THREE: RATE THE SCHOOL AGAINST THE INDICATORS AND THE STANDARDS FOR ACCREDITATION

The Committee should use the information collected in Step One as a source of evidence upon which the ratings in this step will be based.

- i. For each Standard, the Self-Study Committee should first consider all the Indicators provided and rate the school's own practice against each one (W = Widely Implemented; P = Partially Implemented; N = Not Implemented). Given that the circumstances of each school are unique, the Committee may wish to add one or more of its own Indicators to the list and also give a rating against them. The Committee may comment on any of its ratings if considered to be appropriate.
- ii. The Self-Study Committee should then examine each Standard for Accreditation, and rate the school accordingly (M = Meets the Standard; D = Does Not Meet the Standard; E = Exceeds the Standard). The Committee's work in rating the school against the Indicators, both those provided and any others added, will guide the process of rating the Standard. All ratings of "D" or "E" must be accompanied by brief explanatory comments. The Committee is also encouraged to comment on any "M" rating where this would help to clarify the response.

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

Section C: STANDARD ONE	Rating E, M or D
The governing body shall be so constituted, with regard to membership and organisation, as to provide the school with sound direction, continuity and effective support.	
<i>Comment (if applicable):</i>	

Section C: INDICATORS RELATING TO STANDARD TWO		Rating W, P or N
2a	There is a clear understanding by the governing body and the Head of School of their respective functions which are set out in written form.	
2b	The governing body makes policy decisions only after consideration of the Head of School's recommendations.	
2c	The governing body has developed a clear, written job description for the head.	
2d	The governing body and the head of the school enjoy a good working relationship.	

Section C: STANDARD TWO	Rating E, M or D
There shall be a co-operative and effective working relationship between the governing body and the Head of School.	
<i>Comment (if applicable):</i>	

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

Section C: STANDARD THREE	Rating E, M or D
The Head of School, although accountable to a higher authority, shall be the responsible leader of the school.	
<i>Comment (if applicable):</i>	

Section C: INDICATORS RELATING TO STANDARD FOUR		Rating W, P or N
4a	The school has educational and financial plans for the short, medium and long term.	
4b	All plans have the financial implications clearly stated.	
4c	There are procedures to involve the staff in educational and financial planning.	
4d	Educational and financial plans are made known to the school community.	
4e	All plans are periodically reviewed and updated.	

Section C: STANDARD FOUR	Rating E, M or D
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.	
<i>Comment (if applicable):</i>	

Section C: INDICATORS RELATING TO STANDARD FIVE		Rating W, P or N
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 programmes, services and resources are clear, factually accurate and current.	
5f	The governing body pursues all relationships with the school or staff members only through the Head of School.	

Section C: STANDARD FIVE	Rating E, M or D
The school shall observe legal and ethical principles in all its dealings with the school community.	
<i>Comment (if applicable):</i>	

	Section C: INDICATORS RELATING TO STANDARD SIX	Rating W, P or N
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 publicise its decisions and deliberations by, for example, open meetings, newsletters, publication of the Governing Body minutes, etc.	

Section C: STANDARD SIX	Rating E, M or D
The governing body shall have clearly formulated policies set out in a policy manual to give consistency and order to its operations, and it shall ensure that these policies are understood by the school community.	
<i>Comment (if applicable):</i>	

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

Section C: STANDARD SEVEN	Rating E, M or D
The financial resources of the school shall be capable of sustaining a sound educational programme, consistent with its stated philosophy and objectives, and of providing for long-term stability.	
<i>Comment (if applicable):</i>	

	Section C: INDICATORS RELATING TO STANDARD EIGHT	Rating W, P or N
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 programme is comprehensive and provides for necessary risk and liability coverage for employees and members of the governing body/ownership.	
8e	Insurance coverage is reviewed periodically with respect to risks, liabilities and obligations.	
8f	Personnel handling institutional funds are bonded.	

Section C: STANDARD EIGHT	Rating E, M or D
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.	
<i>Comment (if applicable):</i>	

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

Section C: STANDARD NINE	Rating E, M or D
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.	
<i>Comment (if applicable):</i>	

Reminder: Comments should have been made in the appropriate box for any Standard rated "D" or "E". Comments are optional for any Indicators as well as for Standards rated "M".

STEP FOUR: WRITE THE STATEMENT OF CONCLUSIONS

In a series of brief statements, keeping the Standards in mind, the Self-Study Committee should write its main conclusions for this Section with respect to:

- i. Principal strengths in the area concerned which impact positively upon the quality of students' learning and/or well-being
- ii. Principal factors needing strengthening in order to improve the quality of students' learning and/or well-being
- iii. Draft Plans for Improvement which will impact positively upon the quality of students' learning and/or well-being. These Draft Plans (which ideally would include timelines, lists of those responsible for action, resources required, etc.) will be useful to the school as it draws up its Action Plans for inclusion in the First Progress Report at a later stage of the accreditation process. The Committee should ensure that it includes *Draft Plans for Improvement* which address all Standards given a "D" rating in Step Three.

STEP FIVE: ASSEMBLE, SIGN AND SUBMIT THE SELF-STUDY REPORT

The Self-Study Committee should carefully assemble all the materials collected and produced during Steps One to Four inclusive, so as to form the Self-Study Report on the Section concerned.

As evidence of the co-operative action which is so vital in this process, the cover page for this Section in the report should carry the name, position and signature of all the Self-Study Committee members responsible for it. Note: no one person should be exclusively responsible for evaluating any particular area of a school's operation.

The Self-Study Committee should submit its report to the Self-Study Steering Committee.

The Guide to School Evaluation and Accreditation

SECTION D

STAFF

SELF-STUDY REPORT OF:

School: _____

Address: _____

Date Report Completed: _____

* * *

PERSONS RESPONSIBLE FOR PREPARING THIS SECTION OF THE REPORT:

Typed Name	Position	Signature
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SECTION D: STAFF

Introduction

A competent and effective staff (herein defined as *all* personnel, whether with teaching or support roles) is essential to a sound school programme. Functioning as a unit, the staff operates to implement the school's stated Philosophy and Objectives. Staff members must have the preparation, experience, and attitudes necessary for them to carry out their assignments and responsibilities effectively and efficiently.

An accredited school must have clearly defined roles for its entire staff, contracts which respect local as well as international good practice, harmonious relations, and a respect for the ideas and initiatives of all personnel. An effective appraisal system must be in place and linked to a professional development programme for all.

Instructions

Self-Study Committee members should now follow Steps One to Five as they consider this area of school life.

STEP ONE: COLLECT AND REVIEW THE INFORMATION

The Self-Study Committee should collect the following information, both to assist it in the rating of Indicators and Standards in Step Three and as evidence (to be made available to the Visiting Team) to support those ratings:

First, collect and review the Profiles and the analysis of the survey results generated in Part One of the Self-Study, as well as the current version of the Philosophy and Objectives.

Secondly, collect and review all the materials requested in the list below. Current documents should be used whenever possible. Items marked with an asterisk* must be included in the report eventually to be sent to Visiting Team members. The other items are likely to be too bulky or too expensive to be duplicated. Therefore only a brief summary of these items should be contained in the report to be sent to the Visiting Team, and the complete items should be available in the Team Meeting Rooms at the school and the hotel for perusal during the Team Visit week. All material, either sent to Team members or made available during the visit week, should be clearly organised and labelled.

1. The updated staff list created in Part One of the Self-Study.
2. A copy of the Staff Handbook(s)*. Also the following documents if they are not contained in said 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, 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.

STEP TWO: WRITE THE DESCRIPTIVE PROFILE

The Self-Study Committee should produce the Descriptive Profile of this area by responding succinctly to all the questions shown, by providing the information requested, and by filling out any forms in cases where they are provided. Each answer may be written underneath a copy of the corresponding question, or answers may be fused into continuous prose.

Entries on any forms and responses to the questions should be purely factual, and should not include evaluations or judgments. The Self-Study Committee has ample opportunities to express its opinions in Steps Three and Four.

Later, once verified, this Descriptive Profile will inform the Visiting Team as it writes its report. Therefore its contents must be as current and accurate as possible, reflecting the situation in the school as the Visiting Team will find it. Normally, a Descriptive Profile should occupy just one to two typed pages.

Form:

Academic Qualifications of Teaching Staff (please show the total number of teachers, according to highest qualification held).

Below Bachelor's Degree Level	Bachelor's Degree	Master's Degree	Doctorate	Other Professional Qualifications

Form:

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	
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			

Form:

Relationship between management/teaching staff and student numbers

Name of Division	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.

Questions to be answered and information to be supplied:

1. How many nationalities are represented in the academic staff?
2. Statistically, what are the main nationalities of the academic staff? (Give percentages.)
3. What processes are used to recruit staff?
4. Give details of orientation, mentoring and induction arrangements for staff.
5. Describe the school’s written staff contracts.
6. Describe the salary policies in place.
7. Describe the Appraisal System.
8. Describe the professional development arrangements.
9. Give details of the processes by which staff are consulted during school decision-making.
10. Any other relevant information relating to staff.

STEP THREE: RATE THE SCHOOL AGAINST THE INDICATORS AND THE STANDARDS FOR ACCREDITATION

The Committee should use the information collected in Step One as a source of evidence upon which the ratings in this step will be based.

- i. For each Standard, the Self-Study Committee should first consider all the Indicators provided and rate the school's own practice against each one (W = Widely Implemented; P = Partially Implemented; N = Not Implemented). Given that the circumstances of each school are unique, the Committee may wish to add one or more of its own Indicators to the list and also give a rating against them. The Committee may comment on any of its ratings if considered to be appropriate.
- ii. The Self-Study Committee should then examine each Standard for Accreditation, and rate the school accordingly (M = Meets the Standard; D = Does Not Meet the Standard; E = Exceeds the Standard). The Committee's work in rating the school against the Indicators, both those provided and any others added, will guide the process of rating the Standard. All ratings of "D" or "E" must be accompanied by brief explanatory comments. The Committee is also encouraged to comment on any "M" rating where this would help to clarify the response.

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

	Section D: STANDARD ONE	Rating E, M or D
	The school shall have management, teaching and support staff, sufficient in numbers and with the qualifications and competencies to carry out satisfactorily the school's programmes, services and activities.	
	<i>Comment (if applicable):</i>	

	Section D: INDICATORS RELATED TO STANDARD TWO	Rating W, P or N
2a	Staff members work co-operatively to establish and maintain a positive school climate.	
2b	There are opportunities for the staff to be consulted on professional matters.	

	Section D: STANDARD TWO	Rating E, M or D
	The Head of School shall ensure that there is a co-operative working relationship with all staff to facilitate proper utilisation of their abilities.	
	<i>Comment (if applicable):</i>	

	Section D: INDICATORS RELATED TO STANDARD THREE	Rating W, P or N
3a	The staff utilises methods and practices which are consistent with the school's Philosophy and Objectives.	
3b	Staff members comply with all applicable statutes, government laws and regulations.	
3c	Members of the staff maintain a high level of preparation in their areas of responsibility.	
3d	Members of the teaching staff foster teaching-learning situations to meet the needs of the individual students.	
3e	Teaching staff are involved in the review of teaching and learning.	

Section D: STANDARD THREE	Rating E, M or D
Staff shall act professionally in carrying out all their duties and responsibilities.	
<i>Comment (if applicable):</i>	

	Section D: INDICATORS RELATED TO STANDARD FOUR	Rating W, P or N
4a	School policies include: a statement on non-discrimination provision for adequate staff development provision for the evaluation and accountability of staff a statement on Governing Body/staff relationship procedures on recruitment, appointment, promotion and retirement	
4b	Written and available personnel policies and practices are in place which provide for: reasonable workloads acceptable working conditions ethical treatment professional satisfaction good general morale among all segments of the staff.	
4c	An updated staff handbook is available to all.	

Section D: STANDARD FOUR	Rating E, M or D
There shall be written and available personnel policies and practices for all staff.	
<i>Comment (if applicable):</i>	

	Section D: INDICATORS RELATED TO STANDARD FIVE	Rating W, P or N
5a	The school makes clear the factors which are taken into account in calculating individual staff members' remuneration.	
5b	Compensation is paid to staff members promptly and in accordance with a pre-determined schedule made known to members in advance of employment.	
5c	The school provides to each member of staff a written contract or employment agreement in which all the basic controlling factors of salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or abrogation are stated. (Note: if legal requirements or school convenience dictate that not all these items be in the contract, then each individual is furnished with a supporting document which is part of the contract by reference).	
5d	There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.	
5e	Ethical practices of employment, including the handling of confidential personal information, are observed with respect to both individuals and other employers.	
5f	Remuneration levels are adequate, enabling the school to recruit and retain appropriate staff.	

Section D: STANDARD FIVE	Rating E, M or D
All staff shall be employed under written contracts which state the principal terms of agreement between members of staff and the governing body, and which provide for adequate salaries, and fringe benefits.	
<i>Comment (if applicable):</i>	

	Section D: INDICATORS RELATED TO STANDARD SIX	Rating W, P or N
6a	The school utilises an effective performance appraisal system for all staff.	
6b	The appraisal is conducted with the full knowledge of the staff member and is reported in writing in a document accessible only to defined individuals.	
6c	Members of the teaching staff assess their own performance on a number of factors including individual student growth and development.	
6d	The staff member has the opportunity to discuss and appeal against any aspect of the appraisal.	

Section D: STANDARD SIX	Rating E, M or D
There shall be a clearly defined and effective system of appraisal of staff, based on pre-determined and explicit criteria.	
<i>Comment (if applicable):</i>	

	Section D: INDICATORS RELATED TO STANDARD SEVEN	Rating W, P or N
7a	The school provides staff development for all employees.	
7b	Staff members share responsibility with the school's management for the planning of programmes for their professional growth.	
7c	Members of the academic staff develop and participate in innovative programmes designed to improve teaching and learning.	
7d	Members of the teaching staff participate in curriculum development, the goals for which are identified annually by the school.	
7e	Prior to the opening day of school, the management provides for the orientation of new staff members to acquaint them with the school's Philosophy and Objectives, its programme and facilities, and the host country.	
7f	The school provides for induction and mentoring of staff wherever appropriate.	

Section D: STANDARD SEVEN	Rating E, M or D
The school shall have a programme of professional development for staff related to appraisal procedures and other priorities identified by the school.	
<i>Comment (if applicable):</i>	

Reminder: Comments should have been made in the appropriate box for any Standard rated "D" or "E". Comments are optional for any Indicators as well as for Standards rated "M".

STEP FOUR: WRITE THE STATEMENT OF CONCLUSIONS

In a series of brief statements, keeping the Standards in mind, the Self-Study Committee should write its main conclusions for this Section with respect to:

- i. Principal strengths in the area concerned which impact positively upon the quality of students' learning and/or well-being
- ii. Principal factors needing strengthening in order to improve the quality of students' learning and/or well-being
- iii. Draft Plans for Improvement which will impact positively upon the quality of students' learning and/or well-being. These Draft Plans (which ideally would include timelines, lists of those responsible for action, resources required, etc.) will be useful to the school as it draws up its Action Plans for inclusion in the First Progress Report at a later stage of the accreditation process. The Committee should ensure that it includes *Draft Plans for Improvement* which address all Standards given a "D" rating in Step Three.

STEP FIVE: ASSEMBLE, SIGN AND SUBMIT THE SELF-STUDY REPORT

The Self-Study Committee should carefully assemble all the materials collected and produced during Steps One to Four inclusive, so as to form the Self-Study Report on the Section concerned.

As evidence of the co-operative action which is so vital in this process, the cover page for this Section in the report should carry the name, position and signature of all the Self-Study Committee members responsible for it. Note: no one person should be exclusively responsible for evaluating any particular area of a school's operation.

The Self-Study Committee should submit its report to the Self-Study Steering Committee.

The Guide to School Evaluation and Accreditation**SECTION E****STUDENT SUPPORT SERVICES**

SELF-STUDY REPORT OF:

School: _____

Address: _____

Date Report Completed: _____

* * *

PERSONS RESPONSIBLE FOR PREPARING THIS SECTION OF THE REPORT:

Typed Name	Position	Signature
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SECTION E: STUDENT SUPPORT SERVICES

Introduction

A variety of services are necessary to support school programmes and to enhance student opportunities for learning. These include provisions for addressing learner needs, including identified disabilities or other special needs, the need for English language support, and attention to nurturing exceptional talents or achievements. Support services should be designed to assist students both in managing curriculum requirements and in participating fully in school life.

In addition, appropriate guidance and health services are important to meeting the complex personal, physical, social/emotional, academic and career counselling needs of students. Leadership for these important phases of student education must come from adults in the school who have been assigned responsibility for providing Guidance or Health Services.

Included among the variety of activities and protocols designed to protect or improve the health and well being of the members of the school community should be a health policy which includes provisions for record keeping, descriptions of access to health care, and clearly articulated emergency procedures.

The support of student learning is a cooperative endeavour where parents work collaboratively with the school to foster learning and to enhance the school experience. This assumes the existence of procedures for effective two-way communications on curricular and related matters as well as systems for regular reporting on student performance.

NOTE:

Please see Appendix E for more practical guidance concerning this area of the school's Self-Study.

Instructions

Self-Study Committee members should now follow Steps One to Five as they consider this area of school life.

STEP ONE: COLLECT AND REVIEW THE INFORMATION

The Self-Study Committee should collect the following information, both to assist it in the rating of Indicators and Standards in Step Three and as evidence (to be made available to the Visiting Team) to support those ratings:

First, collect and review the Profiles and the analysis of the survey results generated in Part One of the Self-Study, as well as the current version of the Philosophy and Objectives.

Secondly, collect and review all the materials requested in the list below. Current documents should be used whenever possible. Items marked with an asterisk* must be included in the report eventually to be sent to Visiting Team members. The other items are likely to be too bulky or too expensive to be duplicated. Therefore only a brief summary of these items should be contained in the report to be sent to the Visiting Team, and the complete items should be available in the Team Meeting Rooms at the school and the hotel for perusal during the Team Visit week. All material, either sent to Team members or made available during the visit week, should be clearly organised and labelled.

1. A listing* of all the special needs services that are offered by the school.
2. Copies of all forms that are currently being used by special needs personnel including referral forms, Individualised Education Plan forms, reporting forms, etc.
3. Details about special needs services to include:
 - a. Governing Body policies regarding the school's position on the admission and education of special needs students
 - b. Philosophy and Objectives of the Special Needs department
 - c. referral procedures and assessment criteria
 - d. types of support available to students in each division of the school
 - e. special needs class or group sizes
 - f. the nature of the reporting system to parents of special needs students
 - g. criteria for determining student placement
4. Special Needs Education and English Language Support Departments' 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 Special Needs Department and English Language Support areas, including names and qualifications (can be extracted from the Staff List assembled in Part One of the Self-Study).
6. A description* of the services that are available for English Language Support.
7. Any school publications intended for parents or students which describe the range and scope of guidance and counselling services
8. A listing* of personnel, with their qualifications, who are assigned major responsibility for providing guidance services (can be extracted from the Staff List assembled in Part One of the Self-Study).
9. Examples* of all forms used by the school in maintaining student records and reporting school progress, including as many of the following as are available:
 - a. health record form
 - b. permanent record card and/or transcript of pupil record
 - c. progress reports and report cards
 - d. testing report form
 - e. activities record.

10. 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.
11. (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 – use it if still up to date).
12. A copy of the school's health care policy and other written protocols for health care, including provisions for emergency care and first aid.

STEP TWO: WRITE THE DESCRIPTIVE PROFILE

The Self-Study Committee should produce the Descriptive Profile of this area by responding succinctly to all the questions shown and by filling out any forms in cases where they are provided. Each answer may be written underneath a copy of the corresponding question, or answers may be fused into continuous prose.

Responses to the questions and entries on any forms should be purely factual, and should not include evaluations or judgments. The Self-Study Committee has ample opportunities to express its opinions in Steps Three and Four.

Later, once verified, this Descriptive Profile will inform the Visiting Team as it writes its report. Therefore its contents must be as current and accurate as possible, reflecting the situation in the school as the Visiting Team will find it. Normally, a Descriptive Profile should occupy just one to two typed pages.

Questions to be answered or information to be provided, with the Standards in mind, when producing the Descriptive Profile:

1. How are the learning needs or special strengths of students identified?
2. What provisions exist for addressing the learning needs of students? Include information about services/programmes, number and qualifications of teachers and other support personnel, and the nature of student record-keeping that is used.
3. What school practices or programmes exist to address the needs of students with exceptional abilities, achievements, or unusual interests?
4. What provisions exist for addressing the English language needs of students? Include information about services/programmes, number and qualifications of teachers and other support personnel, and entrance/exit criteria.
5. What is the scope of guidance services that are provided? Include information about programmes/services, facilities, the number and qualifications of guidance service providers, and testing or assessment components of the programme.
6. How are parents involved in the educational process and kept abreast of the progress and development of their children?
7. How are guidance, academic, medical, and other school records secured and maintained?
8. What provisions exist for health care and wellness, including emergency services? Include information about staffing and facilities in the health care area.
9. What written health care policies and protocols guide school practices and decision making?

STEP THREE: RATE THE SCHOOL AGAINST THE INDICATORS AND THE STANDARDS FOR ACCREDITATION

The Committee should use the information collected in Step One as a source of evidence upon which the ratings in this step will be based.

- i. For each Standard, the Self-Study Committee should first consider all the Indicators provided and rate the school's own practice against each one (W = Widely Implemented; P = Partially Implemented; N = Not Implemented). Given that the circumstances of each school are unique, the Committee may wish to add one or more of its own Indicators to the list and also give a rating against them. The Committee may comment on any of its ratings if considered to be appropriate.
- ii. The Self-Study Committee should then examine each Standard for Accreditation, and rate the school accordingly (M = Meets the Standard; D = Does Not Meet the Standard; E = Exceeds the Standard). The Committee's work in rating the school against the Indicators, both those provided and any others added, will guide the process of rating the Standard. All ratings of "D" or "E" must be accompanied by brief explanatory comments. The Committee is also encouraged to comment on any "M" rating where this would help to clarify the response.

	Section E: INDICATORS RELATED TO STANDARD ONE	Rating W, P or N
1a	Identification of students who will benefit from support services is accomplished through referral by teachers, counsellors or parents, or by screening programmes within the school.	
1b	As part of the admissions process, the school secures relevant diagnostic information about individual student's abilities/disabilities and learning styles.	
1c	The school has a clearly defined referral system through which teachers are able to refer students experiencing academic difficulties.	

	Section E: STANDARD ONE	Rating E, M or D
	There shall be effective procedures for identifying the learning needs of students, both at admission and thereafter.	
	<i>Comment (if applicable):</i>	

	Section E: INDICATORS RELATED TO STANDARD TWO	Rating W, P or N
2a	The roles of management, teachers, and other personnel providing services to special needs students are defined and understood by the professional staff.	
2b	The special needs programme ensures that all relevant professional staff, parents, and where appropriate, the student, are involved in the collaborative development of an Individualised Education Plan (IEP) or equivalent.	

	Section E: STANDARD TWO	Rating E, M or D
	If children with learning or other disabilities or remedial needs are admitted, the school shall provide specific curricula and programmes to meet those needs.	
	<i>Comment (if applicable):</i>	

Section E: INDICATORS RELATED TO STANDARD THREE		Rating W, P or N
3a	The number of special needs personnel is appropriate to the number of identified special needs students.	

Section E: STANDARD THREE		Rating E, M or D
The school shall have the trained special needs personnel needed to serve students with identified learning disabilities.		
<i>Comment (if applicable):</i>		

Section E: INDICATORS RELATED TO STANDARD FOUR		Rating W, P or N
4a	The school solicits information about unique talents and achievements of new students.	
4b	The curriculum and teaching practices include opportunities for high ability students to extend and enrich their learning.	
4c	The school offers specialized programmes, or provides referral information about local community resources and programmes, that accommodate exceptional talents and interests.	

Section E: STANDARD FOUR		Rating E, M or D
There shall be effective practices to address the needs of students of exceptionally high ability, achievement, and/or talent.		
<i>Comment (if applicable):</i>		

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

Section E: STANDARD FIVE		Rating E, M or D
If students whose native or first language is not English (and whose English is not sufficiently developed to follow the full school curriculum) are admitted, the school shall provide English Language Support ELS.		
<i>Comment (if applicable):</i>		

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

Section E: STANDARD SIX	Rating E, M or D
The school shall provide appropriate guidance services, including academic and personal counselling as well as career/tertiary education advice for secondary students.	
<i>Comment (if applicable):</i>	

	Section E: INDICATORS RELATED TO STANDARD SEVEN	Rating W, P or N
7a	The school has a schedule of regular reporting of student progress to parents.	
7b	The school includes parents, and students as appropriate, in decisions about student placement, progress, and post-secondary planning.	
7c	The atmosphere in the school encourages parental and student participation in the all-round educational process.	

Section E: STANDARD SEVEN	Rating E, M or D
The school shall work cooperatively with parents and keep them informed of the academic and social development and progress of their children.	
<i>Comment (if applicable):</i>	

	Section E: INDICATORS RELATED TO STANDARD EIGHT	Rating W, P or N
8a	The school administers appropriate assessments upon admission to assist in the proper placement of a student.	
8b	The school facilitates access to the testing required for post-secondary planning and applications.	

Section E: STANDARD EIGHT	Rating E, M or D
The school shall provide opportunities for students to take all appropriate tests, including those for admission to institutions of higher education, and shall assist parents and students in processing required application materials.	
<i>Comment (if applicable):</i>	

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

Section E: STANDARD NINE	Rating E, M or D
The school shall provide adequate health care, and shall insure provisions for emergencies on-site and at school functions which take place away from the school premises.	
<i>Comment (if applicable):</i>	

	Section E: INDICATORS RELATED TO STANDARD TEN	Rating W, P or N
10a	The school requires medical information for all students and staff members on entering the school, with regular updating thereafter.	
10b	Health information is shared on a "need to know" basis while respecting mandated confidentiality.	
10c	The school meets all local authority health requirements.	

Section E: STANDARD TEN	Rating E, M or D
The school shall have health policies which include collection of medical information for all staff and students, immunisation against common diseases and the maintenance of comprehensive records.	
<i>Comment (if applicable):</i>	

Reminder: Comments should have been made in the appropriate box for any Standard rated "D" or "E". Comments are optional for any Indicators as well as for Standards rated "M".

STEP FOUR: WRITE THE STATEMENT OF CONCLUSIONS

In a series of brief statements, keeping the Standards in mind, the Self-Study Committee should write its main conclusions for this Section with respect to:

- i. Principal strengths in the area concerned which impact positively upon the quality of students' learning and/or well-being
- ii. Principal factors needing strengthening in order to improve the quality of students' learning and/or well-being
- iii. Draft Plans for Improvement which will impact positively upon the quality of students' learning and/or well-being. These Draft Plans (which ideally would include timelines, lists of those responsible for action, resources required, etc.) will be useful to the school as it draws up its Action Plans for inclusion in the First Progress Report at a later stage of the accreditation process. The Committee should ensure that it includes *Draft Plans for Improvement* which address all Standards given a "D" rating in Step Three.

STEP FIVE: ASSEMBLE, SIGN AND SUBMIT THE SELF-STUDY REPORT

The Self-Study Committee should carefully assemble all the materials collected and produced during Steps One to Four inclusive, so as to form the Self-Study Report on the Section concerned.

As evidence of the co-operative action which is so vital in this process, the cover page for this Section in the report should carry the name, position and signature of all the Self-Study Committee members responsible for it. Note: no one person should be exclusively responsible for evaluating any particular area of a school's operation.

The Self-Study Committee should submit its report to the Self-Study Steering Committee.

The Guide to School Evaluation and Accreditation**SECTION F
RESOURCES**

SELF-STUDY REPORT OF:

School: _____

Address: _____

Date Report Completed: _____

PERSONS RESPONSIBLE FOR PREPARING THIS SECTION OF THE REPORT:

Typed Name	Position	Signature
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SECTION F: RESOURCES

Introduction

The school's facilities, consisting of the site(s), buildings, equipment and services, are an important factor in the functioning of the educational programme. The facilities, as constructed and equipped, are more than a place of instruction. They are the physical environment which assists or limits student achievement of desirable learning outcomes.

Because the school facilities serve as a vehicle in the implementation of the total education programme, the design should be consistent with the stated Philosophy and Objectives of the school. It should include extensive provisions for the safety of all persons involved as well as incorporate aesthetic features that contribute to a positive educational atmosphere.

It is recognised that some schools operate in buildings and on sites which were not originally designed for school use. In such cases, the skill with which adaptation has been made will be noted. But in all cases, whether designed as a school or adapted for such use, the quality and quantity of buildings, spaces, and facilities should promote the attainment of the school's stated Objectives.

Library/media centre programmes in international schools take on various forms from traditional libraries to classroom libraries to technologically advanced media centres. Whatever form the school's library/media programme takes, it should be an integral component of the school and it should act as an extension of individual classrooms and/or programmes. Many of the basic skills learned in other programme areas may be reinforced by the library/media programme, while other skills will be learned firsthand during library instruction. Still other knowledge will be gained and minds broadened by a student's experience with library resources themselves. International school library/media centres optimally should include three categories of facilities:

- Learning facilities - in which the students, individually or as a group, are brought together with media for the purpose of learning.
- Facilities for storage and access - in which media in various forms are catalogued, stored and made accessible for learning situations.
- Production and supporting facilities - in which media in a variety of forms are produced to meet particular learning requirements and where teaching staff and students receive assistance and support in the effective and efficient use of media and technology.

The well-being of staff and students while on the school site will be assured by effective safety procedures and efficient auxiliary services such as transport, catering, cleaning, and security. Thus Section F of the Guide includes standards on all these areas as well the library/media centre and the often related topic of Information and Communication Technology (ICT).

NOTE:

Please see Appendix F for more practical guidance concerning this area of the school's Self-Study.

Instructions

Self-Study Committee members should now follow Steps One to Five as they consider this area of school life.

STEP ONE: COLLECT THE INFORMATION

The Self-Study Committee should collect the following information, both to assist it in the rating of Standards and Indicators in Step Three and as evidence (to be made available to the Visiting Team) to support those ratings:

First, collect and review the Profiles and the analysis of the survey results generated in Part One of the Self-Study, as well as the current version of the Philosophy and Objectives.

Secondly, all the materials requested in the list below. Current documents should be used whenever possible. (Items marked with an asterisk must be included in the report eventually to be sent to Visiting Team members. The other items are likely to be too bulky or too expensive to be duplicated. Therefore only a brief summary of these items should be contained in the report to be sent to the Visiting Team, and the complete items should be available in the Team Meeting Room at the school and the hotel for perusal during the Team Visit week. Material, either sent to Team members or made available during the visit week, should be clearly organised and labelled.)

Facilities

1. Short description* of school buildings and grounds.
2. Governing Body policies on the adequacy, maintenance and improvement of school facilities.
3. Simple floor plans of all buildings.
4. Renovation and/or development plans for site and building.

All Student Services

5. Governing Body policies on access to and use of auxiliary services such as food, security, transport and cleaning.

Food Services

6. Details of the organisation and administration of the food services programme to include:
 - a. Provisions for offering 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.
7. Copies of menus for ten days during the current semester or term.
8. Details of the physical facilities used by the food service facilities to include:
 - a. Dining area.
 - b. Food preparation area.
9. Details of provisions for sanitation and cleanliness.

Transportation Services

10. Details of any existing transport services, whether they are provided in school-owned or 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.

11. Please complete this form showing percentage of students using various modes of transport:

School buses	
Public transport	
Bicycles or on foot	
Private cars	

Security

12. Details of the procedures and practices by which the security of the school (students, staff, visitors and property) is assured

13. If specific security staff are employed directly or on sub-contract basis, please supply:
 - 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

Cleaning Services

14. Details of the organisation and administration of cleaning services to include:
 - 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 programme.

Information and Communication Technology

15. Details of ICT provision to include:
 - a. ICT equipment
 - b. Technical support available
 - c. ICT training over the last three years, and any planned

Library/Media Centre

16. Philosophy and objectives of the Library/Media Centre programme
17. Description of the Library/Media Centre to include:
 - 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 programme/curriculum support offered.
 - f. Degree of involvement of staff in curriculum development and instruction.
18. List of library staff with qualifications and roles (this information should be extracted from the whole staff list assembled in Part One of the Self-Study).
19. Library policies on acquisition and censorship
20. Details of how the library and its programme are evaluated

Safety Services

21. Details of the school's safety programmes 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 of recent rehearsals of emergency responses.
 - d) Copies of local authority safety requirements and recent safety inspection reports.

Overall Support Staff Statistics

22. Copy of the statistics on Support Staff compiled by Self-Study Committee D

STEP TWO: WRITE THE DESCRIPTIVE PROFILE

The Self-Study Committee should produce the Descriptive Profile of the area by responding succinctly to all the questions shown and by filling out any forms in cases where they are provided. Each answer may be written underneath a copy of the corresponding question, or answers may be fused into continuous prose.

Responses to the questions and entries on any forms should be purely factual, and should not include evaluations or judgments. The Self-Study Committee has ample opportunities to express its opinions in Steps Three and Four.

Later, once verified, this Descriptive Profile will inform the Visiting Team as it writes its report. Therefore its contents must be as current and accurate as possible, reflecting the situation in the school as the Visiting Team will find it. Normally, a Descriptive Profile should occupy just one to two typed pages.

Questions to be answered and information to be provided in the Descriptive Profile:

1. What is the location, capacity and description of the school site, including outdoor facilities?
2. How many staff are involved in operation and maintenance of school facilities, and what are their responsibilities?
3. How many general classrooms, indoor specialised teaching areas and work areas for professional and support staff are there?
4. What adherence is there to applicable official regulations e.g. handicapped accessibility, general building codes?
5. What are the long-range planning processes for renovation or construction?
6. What physical facilities are used outside the school itself?
7. What is the number of Student Services personnel (who are not already accounted for elsewhere) and what are their responsibilities?
8. What types of facilities and resources are made available for Student Services inside and outside the school?
9. What professional development opportunities are available to Student Services personnel (who are not already accounted for elsewhere)?
10. What is the number of full, part-time and volunteer Library/Media Centre staff, and what are their levels of responsibility?
11. Where is the Library/Media Centre located and what is its seating capacity?
12. How big are the reference and non-reference collections, both print and electronic?
13. How accessible is the Library/Media Centre to students and faculty before, during and after the school day?
14. What is the extent of library use?
15. By what process are collection items selected and replaced?
16. What is the process by which Library/Media Centre acquisitions are coordinated with curricular needs?
17. What professional development is available to Library/Media Centre staff?
18. What is the level of ICT provision and support?
19. How many Safety Services personnel and support staff are there?

20. What types of facilities and resources are made available for Safety Services inside and outside the school?
21. How does the school communicate with parents, students and faculty on safety issues?
22. What professional development opportunities are available to Safety Services personnel?

STEP THREE: RATE THE SCHOOL AGAINST THE INDICATORS AND THE STANDARDS FOR ACCREDITATION

The Committee should use the information collected in Step One as a source of evidence upon which the ratings in this step will be based.

- i. For each Standard, the Self-Study Committee should first consider the Indicators provided and rate the school's own practice against each one (W = Widely Implemented; P = Partially Implemented; N = Not Implemented). Given that the circumstances of each school are unique, the Committee may wish to add its own Indicators in the spaces provided and also give a rating against them. The Committee may comment on any of its ratings if considered to be appropriate.
- ii. The Self-Study Committee should then examine each Standard for Accreditation, and rate the school accordingly (M = Meets the Standard; D = Does Not Meet the Standard; E = Exceeds the Standard). The Committee's work in rating the school against the Indicators, both those provided and any others added, will guide the process of rating the Standard. All ratings of "D" or "E" must be accompanied by brief explanatory comments. The Committee is also encouraged to comment on any "M" rating where this would help to clarify the response.

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

Section F: STANDARD ONE	Rating E, M or D
The school shall provide or arrange for such services as are required in support of its programme offerings, and shall ensure that food, security, transportation, cleaning, and other services meet acceptable standards of safety and comfort.	
<i>Comment (if applicable):</i>	

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

Section F: STANDARD TWO		Rating E, M or D
Personnel employed to provide student services shall be adequate in number, have appropriate qualifications, and receive sufficient training to perform their functions effectively.		
<i>Comment (if applicable):</i>		

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

Section F: STANDARD THREE		Rating E, M or D
The school shall meet safety requirements of the local authorities and of the accrediting association(s).		
<i>Comment (if applicable):</i>		

	Section F: INDICATORS RELATED TO STANDARD FOUR	Rating W, P or N
4a	The Governing Body has established rules and policies governing access to and use of school resources.	
4b	The above mentioned policies are in written form and available to students, parents, and student services personnel.	

Section F: STANDARD FOUR		Rating E, M or D
Written rules and policies governing access to and use of school resources shall be available to the school community.		
<i>Comment (if applicable):</i>		

	Section F: INDICATORS RELATED TO STANDARD FIVE	Rating W, P or N
5a	Governing Body policies contain references to the adequacy, maintenance and improvement of school facilities.	
5b	There are sufficient and appropriate instructional spaces to support properly the instructional programme of the school:	
	(i) classrooms	
	(ii) laboratories	
	(iii) studios	
	(iv) physical education and sports facilities	
	(v) other	
5c	All instructional spaces are appropriately furnished and equipped.	
5d	Instructional and service areas that involve noisy activities are isolated from quieter areas.	
5e	Adequate storage areas are readily accessible for individual and general use.	
5f	The school site provides for present and future flexibility as the student body, educational programme and/or technology changes.	
5g	Provisions are made for accommodating the handicapped.	
5h	The design of the building(s) facilitates the efficient movement of students.	
5i	The physical plant provides for an appropriate atmosphere for learning.	
5j	The administrative offices are well located, and provide appropriate spaces, both private and for the general public, for the total administrative function.	
5k	Heating and cooling systems of the buildings meet code requirements, and are regularly cleaned and inspected for operating efficiency and safety.	
5l	Permanent outdoor equipment is provided as needed, and is attractive and well-maintained.	

Section F: STANDARD FIVE		Rating E, M or D
The school grounds, buildings, technical installations, basic furnishings, and supporting equipment shall be adequate for effective support of the total school programme.		
<i>Comment (if applicable):</i>		

Section F: INDICATORS RELATED TO STANDARD SIX		Rating W, P or N
6a	ICT provision is sufficient to support the curriculum.	
6b	ICT provision is sufficient to support the management functions of the school.	
6c	Computers are adequate in number and location to permit use by individuals and groups.	
6d	There is adequate maintenance and up-grading of all ICT hardware and software.	
6e	The school is equipped for networking and internet access.	

Section F: STANDARD SIX		Rating E, M or D
The school's Information and Communication Technology (ICT) shall appropriately support the school's operations.		
<i>Comment (if applicable):</i>		

Section F: INDICATORS RELATED TO STANDARD SEVEN		Rating W, P or N
7a	The location, space, lighting, furnishings and organisation of the library/media centre make it an attractive and effective facility for students and staff.	
7b	Materials and equipment for the library/media centre are selected on the basis of their contribution to school programmes.	
7c	The collection of books, periodicals, reference materials and equipment, including information technology, is adequate in quantity and quality to meet the goals of the educational programme and the particular needs of an international school.	
7d	Materials are catalogued and well maintained.	
7e	The library collection includes books and periodicals to enhance the professional growth of staff.	
7f	Responsibilities for library/media centre management and related teaching are clearly designated.	
7g	Library/media centre staff have appropriate training.	
7h	The library/media staff is appropriate in size to encourage staff and student use of the facility and its resources	

Section F: STANDARD SEVEN		Rating E, M or D
The library/media centre shall be conveniently accessible, be of adequate size, and have sufficient staff and resources to meet the educational needs of students and staff.		
<i>Comment (if applicable):</i>		

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

Section F: STANDARD EIGHT		Rating E, M or D
The library/media staff shall provide an ongoing programme of instruction in effective use of resource materials and equipment, and shall apply appropriate policies for library use and the means of assessing effectiveness.		
<i>Comment (if applicable):</i>		

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

Section F: STANDARD NINE	Rating E, M or D
The facilities shall be maintained and operated in a manner that assures the safety and comfort of students and staff.	
<i>Comment (if applicable):</i>	

Reminder: Comments should have been made in the appropriate box for any Standard rated "D" or "E". Comments are optional for any Indicators as well as for Standards rated "M".

STEP FOUR: WRITE THE STATEMENT OF CONCLUSIONS

In a series of brief statements, keeping the Standards in mind, the Self-Study Committee should write its main conclusions for the Section with respect to:

- i. Principal strengths in the area concerned which impact positively upon the quality of students' learning and/or well-being
- ii. Principal factors needing strengthening in order to improve the quality of students' learning and/or well-being
- iii. Draft Plans for Improvement which will impact positively upon the quality of students' learning and/or well-being. These Draft Plans (which ideally would include timelines, lists of those responsible for action, resources required, etc.) will be useful to the school as it draws up its Action Plans for inclusion in the First Progress Report at a later stage of the accreditation process. The Committee should ensure that it includes *Draft Plans for Improvement* which address all Standards given a "D" rating in Step Three.

STEP FIVE: ASSEMBLE, SIGN AND SUBMIT THE SELF-STUDY REPORT

The Self-Study Committee should carefully assemble all the materials collected and produced during Steps One to Four inclusive, so as to form the Self-Study Report on the Section concerned.

As evidence of the co-operative action which is so vital in this process, the cover page for this Section in the report should carry the name, position and signature of all the Self-Study Committee members responsible for it. (Note: no one person should be exclusively responsible for evaluating any particular area of a school's operation.)

The Self-Study Committee should submit its report to the Self-Study Steering Committee.

The Guide to School Evaluation and Accreditation

SECTION G

STUDENT AND COMMUNITY LIFE

SELF-STUDY REPORT OF:

School: _____

Address: _____

Date Report Completed: _____

PERSONS RESPONSIBLE FOR PREPARING THIS SECTION OF THE REPORT:

Typed Name	Position	Signature
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SECTION G: STUDENT AND COMMUNITY LIFE

Introduction

It is neither possible nor desirable to separate the “academic” from the “non-academic” aspects of school life. Since the latter are considered to be of considerable importance, they are the subject of Section G.

The ways in which staff and students inter-relate within the institution, as well as the activities in which they participate, are vital factors in school life. Rules governing student conduct should be clear, fair and known to all concerned. They should also be applied in a fair and structured fashion. A broad activities programme should form an integral part of the students’ education, and these activities should be related to their needs and interests. Students should be encouraged and enabled to explore their interests and talents so they may develop physically, emotionally, intellectually, and socially while acquiring positive attitudes toward the enrichment of learning and the constructive use of leisure time.

Appropriate parental involvement in the child’s education, and school life in general, is vital if a school’s educational objectives are to be fully achieved. While the accreditation standards (particularly those in Section C) require school governing bodies and school managers to take important decisions, the standards in Section G recognise the benefits of parents and students being appropriately consulted and informed.

Given that the school is seeking accreditation by an international body, the Standards in this section also require that intercultural and international experiences be promoted for all students.

NOTE:

Please see Appendix G for more practical guidance concerning this area of the school's Self-Study.

Instructions

Self-Study Committee members should now follow Steps One to Five as they consider this area of school life.

STEP ONE: COLLECT THE INFORMATION

The Self-Study Committee should collect the following information, both to assist it in the rating of Standards and Indicators in Step Three and as evidence (to be made available to the Visiting Team) to support those ratings:

First, collect and review the Profiles and the analysis of the survey results generated in Part One of the Self-Study, as well as the current version of the Philosophy and Objectives.

Secondly, collect all the materials requested in the list below. Current documents should be used whenever possible. Items marked with an asterisk* must be included in the report eventually to be sent to Visiting Team members. The other items are likely to be too bulky or too expensive to be duplicated. Therefore only a brief summary of these items should be contained in the report to be sent to the Visiting Team, and the complete items should be available in the Team Meeting Rooms at the school and the hotel for perusal during the Team Visit week. All material, either sent to Team members or made available during the visit week, should be clearly organised and labelled.

1. Copy of all handbooks etc. used to inform parents and students about school life.
2. Representative copies of student-centred publications (e.g. Student Newspaper, Yearbook)
3. 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

4. List of all general activities, often called the co-curricular programme, where students and staff interact in a non-academic context. This list could include sports-related activities, cultural events (theatre, 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 should 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) Any service-related aspect of the activity (e.g. once-a-month joint table-tennis activities with students at a local school for hearing-impaired children)

Please do not repeat under point 4 any items which will appear in the specific list of activities with an intercultural/international orientation under point 5 below.

5. A list of activities containing similar information to that requested in point 4 above, but specifically showing how the school promotes intercultural and international experiences for its students
6. Details of forums for expression of student opinion, such as a Student Council.
7. 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)

And for Boarding Schools only:

8. Details of the number and nature of students and staff in the boarding section.
9. Processes for selecting, training, and evaluating residential personnel.
10. Duty rosters for residence personnel indicating who is responsible for supervision at any given time.
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 they 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 residential section (see information collected in Part One of the Self-Study.).

STEP TWO: WRITE THE DESCRIPTIVE PROFILE

The Self-Study Committee should produce the Descriptive Profile of the area by responding succinctly to all the questions shown and by filling out any forms in cases where they are provided. Each answer may be written underneath a copy of the corresponding question, or answers may be fused into continuous prose.

Responses to the questions and entries on any forms should be purely factual, and should not include evaluations or judgments. The Self-Study Committee has ample opportunities to express its opinions in Steps Three and Four.

Later, once verified, this Descriptive Profile will inform the Visiting Team as it writes its report. Therefore its contents must be as current and accurate as possible, reflecting the situation in the school as the Visiting Team will find it. Normally, a Descriptive Profile should occupy just one to two typed pages.

Questions to be answered and information to be provided in the Descriptive Profile:

1. What are the main features of the school's policies on student behaviour, student activities and student life?
2. Where are such documents published?
3. What are the main features of the Student Activities programme?
4. What arrangements are made for student representation and government?
5. What are the main channels for two-way communication and interchange of opinions between the school and client parents?
6. By what practical means does the school ensure that students experience and express international and inter-cultural awareness?

And for boarding schools only:

7. What are the main features of the students and staff in residence?
8. What are the main features of the physical plant used to house boarding students and staff?
9. What are the main features of the auxiliary services available to boarding students and staff?
10. What are the main features of student life for those who are boarders?

STEP THREE: RATE THE SCHOOL AGAINST THE INDICATORS AND THE STANDARDS FOR ACCREDITATION

The Committee should use the information collected in Step One as a source of evidence upon which the ratings in this step will be based.

- i. For each Standard, the Self-Study Committee should first consider all the Indicators provided and rate the school's own practice against each one (W = Widely Implemented; P = Partially Implemented; N = Not Implemented). Given that the circumstances of each school are unique, the Committee may wish to add one or more of its own Indicators to the list and also give a rating against them. The Committee may comment on any of its ratings if considered to be appropriate.
- ii. The Self-Study Committee should then examine each Standard for Accreditation, and rate the school accordingly (M = Meets the Standard; D = Does Not Meet the Standard; E = Exceeds the Standard). The Committee's work in rating the school against the Indicators, both those provided and any others added, will guide the process of rating the Standard. All ratings of "D" or "E" must be accompanied by brief explanatory comments. The Committee is also encouraged to comment on any "M" rating where this would help to clarify the response.

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

	Section G: STANDARD ONE	Rating E, M or D
	Relationships among the school management, staff and students shall be ethical, and shall be characterised by fairness and mutual respect among individuals and between groups.	
	<i>Comment (if applicable):</i>	

	Section G: INDICATORS RELATED TO STANDARD TWO	Rating W, P or N
2a	Effective publications are used to facilitate the flow of useful information from the school to students and parents on all appropriate issues of school life.	
2b	Effective forums exist for the two-way exchange of information between the school and students and parents.	

	Section G: STANDARD TWO	Rating E, M or D
	The school shall have processes and forums to enable students and parents to remain well informed on all appropriate issues of school life.	
	<i>Comment (if applicable):</i>	

Section G: INDICATORS RELATED TO STANDARD THREE		Rating W, P or N
3a	Effective forums exist for the interchange of opinions between the school, students and parents.	
3b	The Governing Body and school management demonstrate an awareness of and sensitivity towards reasonable opinions held in all school sectors.	
3c	Parents and students have opportunities to provide input into decisions concerning the curricular and extra-curricular programmes.	

Section G: STANDARD THREE	Rating E, M or D
The school shall have effective processes which enable students and parents to offer appropriate input before important decisions are made.	
<i>Comment (if applicable):</i>	

Section G: INDICATORS RELATED TO STANDARD FOUR		Rating W, P or N
4a	The curricular and/or co-curricular programmes address the need to develop the "whole person".	
4b	The student activities programme is appropriate in size and variety to serve the interests expressed by students.	
4c	The student activities programme takes advantage of opportunities afforded by the school's location.	
4d	The student activities programme takes advantage of the diversity of backgrounds of school managers, staff and students.	
4e	Students have opportunities to acquire and exercise social responsibility within and beyond the confines of the school itself through activities such as: <ul style="list-style-type: none"> (i) student government (ii) student publications (iii) community service 	
4f	The curricular and/or co-curricular programmes address issues of health and well-being.	
4g	The curricular and/or co-curricular programmes address issues of respect for the environment.	

Section G: STANDARD FOUR	Rating E, M or D
The curricular and/or co-curricular programme shall serve the broad needs and interests of the student body.	
<i>Comment (if applicable):</i>	

Section G: INDICATORS RELATED TO STANDARD FIVE		Rating W, P or N
5a	The school promotes positive interaction among members of its own community who have differing cultural, linguistic, and national backgrounds.	
5b	The school offers a variety of practical ways in which students can acquire and express intercultural and international awareness (Please see Appendix for more details).	

Section G: STANDARD FIVE	Rating E, M or D
The school shall actively promote intercultural and international awareness.	
<i>Comment (if applicable):</i>	

	Section G: INDICATORS RELATED TO STANDARD SIX (For Boarding Schools only.)	Rating W, P or N
6a	There is a residential life philosophy and curriculum which takes full advantage of the opportunity to create a twenty-four hour, seven day a week educational environment.	
6b	A full programme of activities is in place for weekends.	
6c	A residential orientation and training programme exists for dormitory parents.	
6d	There is sufficient presence of adults in the dormitories so as to ensure a safe and well-supervised environment as well as to provide the opportunity of ever-deepening teacher/student relationships.	
6e	The programme takes advantage of the ample opportunity to teach trust, respect of persons and property, and honesty in all matters.	
6f	Residential life takes advantage of the culture of the local community and promotes the international mission of the school.	
6g	The physical plant is appropriate for: <ul style="list-style-type: none"> i. the number and nature of the boarding students ii. the number and nature of the boarding staff iii. the range of organized and casual activities undertaken in the residence iv. the delivery of important additional services (e.g. laundry, meals, technology, etc.) 	
6h	The dormitories and living spaces are warm and inviting, and therefore they create a sense of home and family.	
6i	Day and boarding students are well-integrated with one another.	

Section G: STANDARD SIX (For Boarding Schools only.)	Rating E, M or D
Residential services shall serve the best interests of all boarding students and staff.	
<i>Comment (if applicable):</i>	

Reminder: Comments should have been made in the appropriate box for any Standard rated "D" or "E". Comments are optional for any Indicators as well as for Standards rated "M".

STEP FOUR: WRITE THE STATEMENT OF CONCLUSIONS

In a series of brief statements, keeping the Standards in mind, the Self-Study Committee should write its main conclusions for this Section with respect to:

- i. Principal strengths in the area concerned which impact positively upon the quality of students' learning and/or well-being
- ii. Principal factors needing strengthening in order to improve the quality of students' learning and/or well-being
- iii. Draft Plans for Improvement which will impact positively upon the quality of students' learning and/or well-being. These Draft Plans (which ideally would include timelines, lists of those responsible for action, resources required, etc.) will be useful to the school as it draws up its Action Plans for inclusion in the First Progress Report at a later stage of the accreditation process. The Committee should ensure that it includes *Draft Plans for Improvement* which address all Standards given a "D" rating in Step Three.

STEP FIVE: ASSEMBLE, SIGN AND SUBMIT THE SELF-STUDY REPORT

The Self-Study Committee should carefully assemble all the materials collected and produced during Steps One to Four inclusive, so as to form the Self-Study Report on the Section concerned.

As evidence of the co-operative action which is so vital in this process, the cover page for this Section in the report should carry the name, position and signature of all the Self-Study Committee members responsible for it. (Note: no one person should be exclusively responsible for evaluating any particular area of a school's operation.)

The Self-Study Committee should submit its report to the Self-Study Steering Committee.

PART THREE

SUMMARY OF MAJOR CONCLUSIONS

The Guide to School Evaluation and Accreditation

PART THREE SUMMARY OF MAJOR CONCLUSIONS by the Self-Study Steering Committee

SELF-STUDY REPORT OF:

School: _____

Address: _____

Date Report Completed: _____

STEERING COMMITTEE MEMBERS

Typed Name	Position	Signature
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Introduction

Part Three of this Guide constitutes the final stage in the Self-Study process. It provides an opportunity for the Steering Committee to review the work of the other Self-Study Committees, paying special attention to Step Four in each of the section reports. Step Four in each Self-Study Committee's Report identifies principal strengths, principal factors needing strengthening, and Draft Plans for Improvement. The Steering Committee should analyse the work of the various Self-Study Committees to identify *major* areas of strength and concern, and then it should present a summary of their findings and their plans for improvement. The task is to focus on those areas that are of major importance to the school as a whole, focussing on the quality of students' learning and/or well-being.

Instructions

The Steering Committee should write a Statement of Major Conclusions by taking the following steps.

- a. Review the Statement of Conclusions from Step Four in each of the Self-Study Reports A to G that that have been forwarded to the Steering Committee. It would be helpful to ask each Self-Study Committee, as it completes its work, to highlight those conclusions it feels are of major importance to the school.
- b. Select from the above lists of conclusions the major strengths of the school.
- c. Select from the above lists of conclusions the major factors needing strengthening or broad issues facing the school.
- d. Identify, for each of the selected major factors in need of strengthening, ***Major Draft Plans for Improvement***. In some cases these may reflect proposals that were identified by the various Self-Study Committees. In other instances, the Steering Committee may develop a more comprehensive proposal for improvement that addresses more than one of the factors in need of strengthening that were listed by the Self-Study Committees.
- e. Summarize the information in (a) to (d) above into a coherent Statement of Major Conclusions which appropriately represents the major strengths and needs of the school as a whole and which identifies ***Major Draft Plans for Improvement*** that may become part of the Action Plan that the school will be required to submit as part of its First Progress Report within 15 months of the Team Visit. The focus should be on the quality of students' learning and/or well-being.

Note: Before the Part Three Report is finalised, it is strongly recommended that comments be sought from individual Self-Study Committees A to G.

THE APPENDICES

These appendices have been written to offer assistance to members of Self-Study Committees. The materials contained herein should be considered as guidelines, and they should be made available to each Committee to assist it in its work.

Part One Appendix Materials

LIST OF ALL ACADEMIC AND ACADEMIC SUPPORT STAFF

The Head of School is requested to create a Staff List (best as a database) using the guidelines below. The document should be made available to the Self-Study Steering Committee and any other Committees needing to extract data from it. 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.

Part Two Appendix Materials

Section A

Philosophy and Objectives

A school is not obliged to use the specific terms “Philosophy and “Objectives”. Perfectly acceptable fundamental documents could be produced using titles such as “Mission”, “Aims” “Goals”, “School Charter” etc.

The full text of the United Nations Universal Declaration of Human Rights can be found at www.amnestyusa.org/udhr.html In summary, the rights addressed in this declaration are:

- | | |
|--|--|
| 1) Right to equality | 16) Right to marriage and family |
| 2) Freedom from discrimination | 17) Right to own property |
| 3) Right to life, liberty, personal security | 18) Freedom of belief and religion |
| 4) Freedom from slavery | 19) Freedom of opinion and information |
| 5) Freedom from torture and degrading treatment | 20) Right of peaceful assembly and association |
| 6) Right to recognition as a person before the law | 21) Right to participate in government and free elections |
| 7) Right to equality before the law | 22) Right to social security |
| 8) Right to remedy by competent tribunal | 23) Right to desirable work and to join trade unions |
| 9) Freedom from arbitrary arrest, exile | 24) Right to rest and leisure |
| 10) Right to a fair public hearing | 25) Right to adequate living standards |
| 11) Right to be considered innocent until proven guilty | 26) Right to education |
| 12) Freedom from interference with privacy, family, home, and correspondence | 27) Right to participate in cultural life and community |
| 13) Right to free movement in and out of any country | 28) Right to social order assuring human rights |
| 14) Right to asylum in other countries from persecution | 29) Community duties essential to free and full development |
| 15) Right to a nationality and freedom to change it | 30) Freedom from state and personal interference in the above rights |

Part Two Appendix Materials

Section B

Curriculum

- ▶ The definition of “curriculum” here includes all aspects of the design, implementation, assessment and review of the teaching/learning programme.

- ▶ ***The Need for Multiple Curriculum Reports***

Every school must produce a number of Section B self-study reports. For example, a school whose structure shows three identifiable divisions or phases and nine subject strands will create a total of twelve Section B reports (three horizontal plus nine vertical).

Each of these reports must contain the Five Steps found in any self-study report (i.e. Collect and Review the Information; Write the Descriptive Profile; Rate the School against the Indicators and Standards; Write the Statement of Conclusions; Assemble Sign and Submit the Report).

This multiplicity of Section B reports reflects the Seventh Edition's deliberate focus on curriculum in all its aspects: design, delivery, assessment and review.

The generic language used in the Standards and Indicators allows them to be used by all Section B self-study committees.

Horizontal 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 a vertical self-study report 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.

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 vertical reports. For example, the school may decide that the results of 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 Standards and/or Indicators in Step Three 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. The self-study committee may wish to explain the situation further in the comments which it can add under Step Three.

These subject reports are described as “vertical” because they must cover the entire grade range within the school. So, for example, the Mathematics subject report should cover the delivery of Mathematics (either as a designated subject or as part of an integrated programme) for the entire range of grades. This would, for example, cover K to 12 (US-style numbering) or Reception to Year 13 (UK system) in an “all-through” school. If sharp divisional differences prevent the self-study committee from finding one suitable rating for Mathematics against a specific Indicator or Standard, more than one rating can be given as long as each rating carries a note to show to which division it applies (e.g. Elem for Elementary, Mid for Middle, etc). The self-study committee may wish to explain the situation further in the comments which it can add under Step Three.

NOTE: When the Visiting Team later constructs its report, it will follow the same pattern of multiple Section B reports as that followed by the school itself during self-study

- ▶ The Self-Study Committee for each subject area should complete the following form:

SUBJECT AREA FACT SHEET

Complete the sections of this document that are relevant to the grade level structure of the school.

Name of Subject Area	Elementary Middle Secondary	Elementary Middle Secondary No. of Teachers (by division)
Elementary Middle Secondary Frequency of Class Meetings per or Week (by division)	Elementary Middle Secondary Average Length of Classes in Minutes (by level)	Elementary Middle Secondary Date of Most Recent Update Curriculum Documents

Elementary	Middle	Secondary
TYPICAL INSTRUCTIONAL PRACTICES		
List typical teaching strategies and include information about levelling or grouping practices.		

SUBJECT AREA FACT SHEET (continued)

Elementary	Middle	Secondary
CORE INSTRUCTIONAL RESOURCES List core texts, kits, or other resources by grade or course.		

Elementary	Middle	Secondary
ASSESSMENT METHODS List, by grade or course, any standardised testing or departmental tests as well as examples of types of typical teacher prepared assessments.		

Elementary	Middle	Secondary
ASSESSMENT USE List examples of ways in which the results of assessment are analysed and used.		

SUBJECT AREA FACT SHEET (continued)

Elementary	Middle	Secondary
<p align="center">SUBJECT-RELATED, CO-CURRICULAR, OR EXTRA-CURRICULAR OPPORTUNITIES</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.</p>		

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

Part Two Appendix Materials

Section C

Governance and Management

The accreditation process seeks to emphasise the value of an "Outcomes" approach to this aspect of the school's life. Rather than concentrating on "structure", the school evaluation process should concentrate on "outcomes" or "how things work in practice". That is to say that the over-riding concern should be whether the school's governance and management arrangements serve, at present and in the foreseeable future, the best educational interests of the school community.

Nevertheless, 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 dismiss 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 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

GOVERNING BODY MEMBER DATA FORM

This section should be completed by all members of the Governing Body.

Name:

Profession/ Occupation:

Responsibilities on the Governing Body:

Summary of interests, experience and expertise which contribute to your functions as a member of the Governing Body:

Describe participation in Governing Body training and /or orientation within the past five years.

Part Two Appendix Materials
Section D
Staff

There are no appendix materials for this section.

Part Two Appendix Materials
Section E
Student Support Services

There are no appendix materials for this section.

Part Two Appendix Materials
Section F
Resources

There are no appendix materials for this section.

Part Two Appendix Materials

Section G

Student and Community Life

International/Intercultural Aspects in a School (see Standard G5)

A school can demonstrate its commitment to providing its students with an 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 Philosophy and in Objectives to providing international/intercultural experiences to students. Use active methods to monitor the practical applications of these P & O commitments.
2. Offer an "international curriculum" (e.g. one or more of the International Baccalaureate Organisation's programmes, the International Primary Curriculum, or parts of the official programmes from more than one country).
3. Deliver the teaching/learning programme through more than one language.
4. Introduce international/intercultural aspects into curricular and co-curricular programmes 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 on the staff.
6. Encourage foreign students to join the school, either on a medium-term basis or on short visits. (This may require a scholarship scheme).
7. Encourage its own 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 its own 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 centre 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 tolerance, 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 counselling where necessary) to counteract the effects of international and/or intercultural tensions.
19. Ensure major world issues are addressed with students. Some relevant sites:

<http://www.global-issues-network.org/gin/>

http://www.isaschools.org/artman/publish/printer_11.shtml