

CIS INTERNATIONAL ACCREDITATION, 2016

The Criteria for the Evaluation & International Accreditation of Schools

30 October 2015



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1 Introduction

CIS is a membership community offering services to member schools and universities. Accreditation is one of the services offered to Member schools. *CIS International Accreditation, 2016* emerges from CIS's mission, values, Code of Ethics and the views of our Membership to shape the future of international education by offering schools a guarantee of quality provided through an international, independent and objective external evaluation. Drawing on contemporary research, *CIS International Accreditation, 2016* stays current with the many philosophical, research and technological changes influencing schools today while also taking into account the future of education. The protocol emphasises the future development of the school and provides a greater degree of flexible, guided development, helping schools focus on continued improvement by looking beyond just meeting a standard and creatively linking the evaluation process to future action planning with a long-term impact for the school.

The CIS protocol is uniquely international and independent of any country, government, funder or curriculum.

Here is some of the most important terminology:

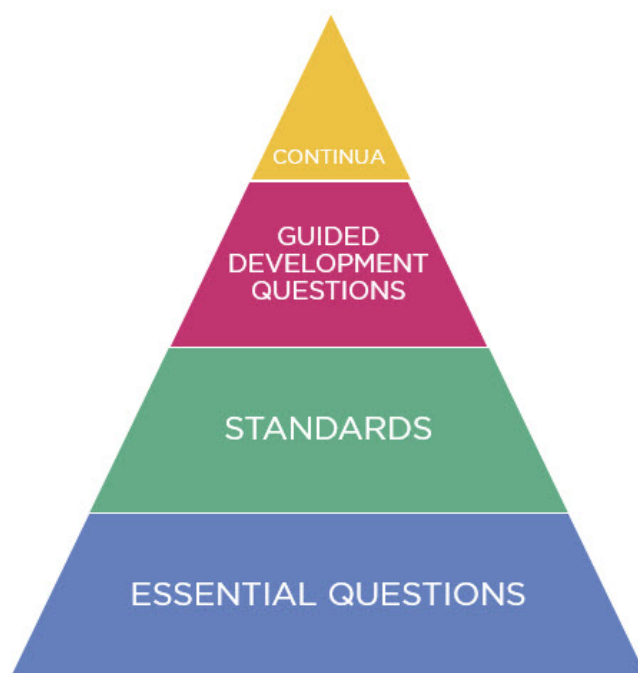
DOMAINS – areas of school life containing the Standards, inter-related but evaluated discretely in the light of the four drivers of the evaluation and accreditation process. Each domain has these elements:

ESSENTIAL QUESTIONS – are the questions in each area (domain) to help a school explore alignment against a Standard. Their purpose is to establish the areas to investigate and to gather evidence to support that investigation through self and peer evaluation.

STANDARDS – the minimum required levels of performance expectation for CIS accreditation. There are categories of Standard, Core and Non-Core. Schools must at least align with all the Core Standards at the time of the Team Evaluation to be CIS-accredited.

GUIDED DEVELOPMENT QUESTIONS – are the questions used to guide self-evaluation in any domain and to help schools use the Self-Study to go beyond the minimum expectations of aligning to the respective Standard. The responses to these guide the school to what needs to be an evidence-based judgement of its level of development in the domain. The Guided Development Questions should promote dialogue and discussion in the school about best practice and the extent to which the school is aligned to best practice.

CONTINUA – are developmental. The school records where on the continuum it sees itself, recognising that every school needs to move to the right, to a level where it is identifying and achieving its own learner-centred actions and goals for development. The Evaluation Team also comments on where the school rates itself on the continuum, with reasons. The continuum also shows the criteria to be fulfilled to comply with each Standard and encourages the school, if ready, to go well beyond compliance, outlining its future plans and aspirations. A continuum for each domain will show our expectations for each stage of a school's development from Membership --- Preparatory Evaluation --- Team Evaluation and Future Aspirational stages.



1.1 The Evaluation/Accreditation Cycle

The cycle is of five years' duration. The Five-Year Cycle is in line with the medium-term planning and curriculum review cycles of many schools. *CIS International Accreditation, 2016* is being introduced from the Preparatory Evaluation (Visit). The annual report required will report on any substantive changes in the school and report on the issues facing governance and ownership on the one hand, and leadership and management on the other. It has been found that, when a school faces unpredicted internal difficulties between site evaluations in the CIS accreditation cycle, the interface between these functions is the most frequent reason for difficulty. Annual reporting as a condition to continuance in the accreditation cycle provides the means for CIS to monitor and support the school's development.

Timeline:

Preparatory Evaluation --- Self-Study --- CIS Team Evaluation (Accreditation) --- 1st Year Report --- 2nd Year Report --- 3rd Year Report --- Preparatory Evaluation --- 4th Year Report --- Self-Study --- CIS Team Evaluation (Re-accreditation)

1.2 The Drivers of the Evaluation and Accreditation Process

These four drivers permeate the evaluation criteria. They are the driving forces. Seeing the school through its Guiding Statements or its own cultural lens, enables each school's unique qualities to be reflected in the Self-Study and, in response to the Self-Study, by the Evaluation Team. The nature and quality of students' learning is at the heart of the process. Everything we do must be seen in the light of how well the school is responding to the students' changing needs and circumstances. Furthermore, the educational outcomes of what the school provides is centrally important in accreditation. For students to learn to their potential, they must feel safe, secure and protected. And



finally, the development of students' global citizenship is at the heart of the CIS mission and our values. The Self-Study and the response to the Self-Study is written with these four drivers in mind.

PURPOSE & DIRECTION – the implementation of the MISSION, VISION and VALUES (collectively known as the Guiding Statements), including the development of global citizenship, as defined by the school (see below).

THE STUDENTS' LEARNING – the nature and quality of the students' learning and the resulting progress made by the students.

THE STUDENTS' WELL-BEING – their protection, safety, security and overall wellness.

THE DEVELOPMENT OF GLOBAL CITIZENSHIP – as defined by the [CIS mission](#) and [definition of global citizenship](#).

2 Domains

The domains represent the areas for evaluation. Within each domain, there are essential questions to support the evaluation against the standards.

- A. Purpose and Direction
- B. Governance, Leadership and Ownership
- ~~C. The Curriculum~~
- ~~D. Teaching and Assessing for Learning~~
- E. The Students' Learning and Well-being
- F. Staffing
- G. Premises and Physical Accommodation
- ~~H. Community and Home Partnerships~~
- ~~I. Boarding/Homestay/Residential (where relevant)~~

3 Essential Questions, Standards, and Guided Development Questions

Within each domain, there are significant questions to explore during the evaluative process. These Essential Questions are investigated by the school and the Evaluation Team to consider the school's alignment against the Accreditation Standards. The investigation is supported by using the Guided Development Questions to see how far, where relevant, the school goes deeper and broader than the minimum requirement defined by the Accreditation Standards.

The Standards provide the benchmarks for the CIS evaluation and accreditation process. In order to be accredited by CIS, alignment with the highlighted Core Standards is essential. These standards are **highlighted** and also shown through the use of the continuum for each domain. Evaluation against the Standards must be supported by evidence.

3.1 Domain A: Purpose and Direction

Domain A – Essential Questions

1. To what degree are the school's Guiding Statements - Mission, Vision, Values and strategic intent - appropriate for all members of the school community?
2. To what extent do the Guiding Statements align with the [CIS Code of Ethics](#) and the UN Convention on the Rights of the Child?
3. How do the Guiding Statements promote global citizenship and the development of intercultural learning?

4. How has the school's purpose and direction been shaped, by whom and how is it reviewed?
5. To what extent does the school systematically monitor and evaluate the effective implementation of its Guiding Statements - Mission, Vision, Values and strategic intent?
6. Has the school developed and effectively implemented its own contextualised definition of high quality learning?

Domain A – Standards

- A1** The school's purpose, direction and decision-making is guided by clear Guiding Statements that are appropriate for the needs of all constituent groups.
- A2** The school's Guiding Statements conform to the CIS Code of Ethics.
- A3** The Guiding Statements endorse the school's commitment to developing intercultural learning.
- A4** The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990).
- A5** All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.
- A6** The school has an effective means of monitoring and evaluating the implementation of its Guiding Statements.
- A7** The school has developed and adopted a contextually-appropriate definition of high quality learning and identified expected learning outcomes at each stage of a students' pathway through the school.
- A8** The schools is inclusive in its admissions procedures, as defined by its Guiding Statements.

Domain A – Guided Development Questions

1. Have the Guiding Statements been developed through a consultative process involving all stakeholder groups.
2. To what extent do the Guiding Statements set the direction for the school and inform its operations?
3. Does the school's Student Admissions Policy accurately reflect the Guiding Statements?
4. How is the effectiveness of the implementation of the Guiding Statements measured?
5. How regularly are the Guiding Statements reviewed, how and by whom?
6. How well do the Guiding Statements allow the school to fulfil the values within the CIS Code of Ethics and the UN Convention on the Rights of the Child?
7. To what extent is there a shared understanding of the school's defined expectations of learning?

3.2 Domain B: Governance, Leadership and Ownership

Domain B – Essential Questions

1. How well does the ownership/governance model of the school conform to the CIS Code of Ethics?
2. Are the roles of governance, ownership and leadership clear and appropriate for the needs of the school?
3. To what extent are educational and financial plans in place to support the school's sustainable development?
4. What is the relationship between ownership, governance and the leadership of the Head of School?
5. How well is the school led?
6. To what extent does the leadership have the intercultural competences and perspectives implicit in the CIS Code of Ethics?
7. Is the leadership aligned with the school's mission and values?

Domain B – Standards

- B1** The respective roles and responsibilities of governance and ownership, and leadership and management, are suitably defined in writing and respected in practice for the sustainable development of the school.
- B2** The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students' education and well-being.
- B3** The Proprietors/Governors ensure there are educational and financial plans to support the school's viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community.
- B4** Governance is constituted to enable the school to have a clear and appropriate sense of direction and continuity.
- B5** The Guiding Statements drive strategic planning and the school's strategic decision-making.
- B6** The leadership of the school has the inter-cultural competencies, perspectives and appreciation needed for the school's unique cultural context.
- B7** The working relationship between the Proprietors/Governors and the Head of School is established to sustain high morale, positive professional relationships, and a conducive climate for teaching, learning, and students' well-being.
- B8** There are clearly formulated written policies and practices, which are applied to bring consistency and clarity to school operations.
- B9** There is a clear roadmap for the storage, access and use of data to enhance learning.

Domain B – Guided Development Questions

1. How are the functions of ownership & governance, and leadership & management, clear, distinct, understood and documented?
2. How are the relationships between these functions contributing to the students' learning and their well-being?
3. How do the inter-cultural qualities of leadership align with the CIS Code of Ethics and contribute to the implementation of the mission and values?
4. Does the Board have a policy handbook to guide governance practices effectively and how well is it followed in practice?
5. Does the school have a formal process by which the quality of governance and leadership is evaluated?
6. Are the resources for learning sufficiently varied and of adequate quality and quantity to enable teaching to be effective and students to have the opportunity to learn appropriately?
7. To what extent does strategic planning inform the school's development in a manner that aligns with its Guiding Statements and is sustainable?
8. Do the Head of School and the Board regularly receive understandable financial reports which facilitates careful and regular reviews of the school's short and longer term financial health and which ensure appropriate allocation of funding to support the school's strategic development?
9. After appropriate input and debate, does the Board establish the annual school budget - including appropriate tuition and other fee levels – which ensure funding for programmes necessary to put the school's Guiding Statements into practice in an effective way?
10. Are parents, who enrol their children as students, informed in good time of the precise nature and scope of their financial obligations, and are any changes in fees communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary?
11. Does the school regularly consider – and, where feasible, applies in an effective manner – culturally-appropriate and effective means of raising additional funds to support delivery of its programmes?
12. Are accounting processes orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices?

13. Is the insurance programme comprehensive, and does it provide for effective risk and liability coverage for the school and for students, employees, visitors and members of the Board?
14. Is the total servicing of any long-term debt, including both interest and principal payments, fairly apportioned to both present and future fee payers?
15. Is an annual, external audit of the school's finances performed by an independent accounting firm, results discussed at appropriate levels within the school, and any necessary action taken?

~~3.3 Domain C: The Curriculum~~

~~Domain C – Essential Questions~~

1. To what extent is the planned curriculum broad, balanced and relevant for all students admitted to the school?
2. How accessible and challenging is the curriculum?
3. To what extent does the curriculum reflect the school's Guiding Statements.
4. How well is intercultural learning planned for in the curriculum?
5. How well is language learning and the development of mother tongue/home languages developed to contribute to the student's intercultural learning?
6. How is the school's approach to teaching and learning influenced by digital resources and technology?
7. How well is digital citizenship being taught and assessed?
8. To what extent are the resources for learning sufficient and appropriate to deliver the curriculum effectively?

~~Domain C – Standards~~

- C1** The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression. It is guided by the mission of the school and the needs of the enrolled students.
- C2** The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.
- C3** The curriculum promotes the development of global citizenship and intercultural learning.
- C4** The curriculum promotes the development of digital citizenship.
- C5** The curriculum offers challenge, supports the students' academic, social, physical and emotional needs. It fosters the development of skills, attributes and abilities relevant to their development.
- C6** The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.
- C7** The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.

~~Domain C – Guided Development Questions~~

1. Is the curriculum offered a good fit to the school's Guiding Statements and to those students it has admitted?
2. How is the curriculum coordinated and developed?
3. How is the curriculum monitored and evaluated, and how does this lead to curriculum development?
4. To what extent does the curriculum promote transdisciplinary/cross-curricular learning?
5. How well is the curriculum articulated to plan for progression, coherence and relevance?
6. To what extent does the school use offsite and/or blended learning techniques and how is the quality of blended learning outcomes evaluated?

7. How well is the cultural context of the school and its students reflected in the planned curriculum?
8. How does the curriculum promote the development of global citizenship and intercultural learning?
9. How well does the curriculum promote the development of the students' digital citizenship?
10. Is the programme of extra/co-curricular activities broad and relevant to the students' needs, thereby enriching the curriculum?
11. Is the programme of extra/co-curricular activities available to all students who may benefit from it?

~~3.4 Domain D: Teaching and Assessing for Learning~~

~~Domain D – Essential Questions~~

1. How well aligned is the planned, taught and assessed curriculum?
2. How effectively does the curriculum, teaching and assessment enable students to maximise their learning potential?
3. How well planned is technology for learning?
4. How effectively is the use of technology integrated in the students' learning and their teaching?
5. How well is digital citizenship integrated in the curriculum, taught and assessed?
6. How well are data stored, used and analysed in order to support students' learning?

~~Domain D – Standards~~

- D1** Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.
- D2** There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.
- D3** Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.
- D4** Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.
- D5** Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.
- D6** The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.
- D7** Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.
- D8** A range of high quality media and information technology is used meaningfully to enrich the quality of the students' learning.
- D9** There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.
- D10** There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.
- D11** Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.
- D12** Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Domain D – Guided Development Questions

1. Is the curriculum fully documented and accessible to all teachers?
2. To what extent do all the students enrolled have adequate support to access the curriculum and have adequate challenge in their learning?
3. How varied is the assessment of the students' learning and how is it relevant to the stated learning objectives?
4. How is the quality and nature of teaching and the resultant learning evaluated by the school systematically to support its continuous improvement?
5. How are students' achievement data used to support students' progress?
6. Do teachers show a good understanding of the aptitudes, cultural context, needs and prior attainments of the students?
7. To what extent is the teaching engaging and suitably varied to motivate the students to learn?
8. How does the teaching enable students to acquire new knowledge, and make progress according to their ability so that they increase their understanding and develop their skills?
9. How is students' digital citizenship being developed?
10. How are data stored, accessed and used to support students' learning?

3.5 Domain E: The Students' Learning and Well-Being

Domain E – Essential Questions

1. How well are the students protected and their well-being ensured?
2. To what extent does the students' learning enable them to meet their potential?
3. How well is the health, safety and security of the students supported?
4. How are students given access to digital media and what security and protection is in place in this use?

Domain E – Standards

- E1** The school environment is characterised by openness, fairness, trust, and mutual respect to support students' learning and well-being, listen to their views and develop their leadership qualities.
- E2** The school has documented and implemented effective written policies to safeguard and promote the welfare of children who are students at the school.
- E3** The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and boarders' health records.
- E4** The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.
- E5** The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.
- E6** The school provides health care and health education to support students' well-being and enhance access to learning opportunities.
- E7** There is an effective and implemented written policy and procedures, including risk assessment, to support the health and safety and security of students on activities outside the school.
- E8** The school offers university/college counselling, assessment, referral, educational and career planning guidance suitable to the age/maturation of all the students in its care.
- E9** Those students and families making transitions between the divisions of the school, and in and out of the school, are supported effectively through advice, counselling and appropriate information.

Domain E – Guided Development Questions

1. Has the school prepared and implemented effective written policies to safeguard and promote the welfare of the students?
2. Are students' views encouraged, listened to and taken seriously?
3. What opportunities do students have to develop leadership capacity and decision-making capabilities?
4. Are health, safety and security policies and crisis management procedures documented, implemented consistently and reviewed?
5. Are emergency drills including evacuation and lock-down drills in place and effective?
6. Are there qualified health specialists with sufficient resources and authority to support the students' health and welfare?
7. Has the school prepared and implemented an effective written policy to prevent bullying?
8. Has the school allocated sufficient resources for careers and university counselling, assessment and development, including a range of postsecondary school graduation options?

3.6 Domain F: Staffing

Domain F – Essential Questions

1. To what extent is the staff suitably qualified, experienced and deployed to meet the school's mission and aims and the students' needs?
2. How do the staff's experiences, knowledge, skills and perspectives provide the basis for educating the students for global citizenship?
3. How effectively are the staff recruited, retained, and developed to benefit those employed and to benefit the students in their care?

Domain F – Standards

- F1** The faculty and support staff is sufficient in numbers, experience, qualifications and competencies.
- F2** Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information been taken into account in determining whether their appointment will be confirmed.
- F3** The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students' learning.
- F4** Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.
- F5** The appraisal/performance management system is defined and implemented for all faculty and staff, based on pre-determined, explicit criteria and supported by a programme of professional development and/or training, which is linked to appraisal outcomes and other school priorities for students' learning.
- F6** All staff is employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.
- F7** Written policies and guidelines establish expectations for the performance of all staff - faculty and support staff - that are applied consistently.

Domain F – Guided Development Questions

1. Prior to the appointment of all staff (including volunteers), have appropriate background checks been carried out to confirm: their identity, medical fitness, right to work in the

- country, previous employment history, character references, qualifications and professional references?
2. Where appropriate, has such information been taken into account in determining whether their appointment will be confirmed?
 3. Does the Head of School or her/his alternates recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence?
 4. Does the Head of school or her/his alternates assign workloads that allow faculty and staff to be maximally effective in carrying out their teaching duties and/or other responsibilities?
 5. Are there procedures in place for reviewing the alignment between personnel competencies and skills and the school's needs to ensure that the school can implement programmes and services in support of fulfilling the mission and objectives?
 6. How are policies used to establish fair and realistic expectations of all employees?
 7. How does the management of employees' performance engage and motivate faculty and staff to perform to the best of their abilities?

3.7 Domain G: Premises and Physical Accommodation

Domain G – Essential Questions

1. To what extent are the premises and the accommodation suitable for the stated mission of the school to be fulfilled?
2. How well do the premises and accommodation enable the curriculum offered to be implemented effectively?
3. How safe and secure are the premises and accommodation for the students and adults in the school?

Domain G – Standards

- G1** The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school.
- G2** The technology infrastructure and data systems support the school's teaching, learning and managerial needs.
- G3** The school provides or arranges for auxiliary services as required to support its mission and the education programmes offered, and ensures that such services meet acceptable standards of safety, efficiency and comfort.

Domain G – Guided Development Questions

1. Does the school have adequate security arrangements for the grounds and buildings?
2. Is there any reason to believe that any load bearing structure does not have regard to local regulatory requirements (including, where applicable, earthquake measures and other measures to mitigate against natural disasters)?
3. Are the technology infrastructure and data systems sufficient to meet the school's mission, its educational objectives and its effective functioning for operational and academic purposes?
4. Do the school buildings provide reasonable resistance to penetration from climatic sources, and have regard to temperature control, heating and cooling?
5. Are emergency evacuations and lockdowns practiced regularly and are data gathered used to generate policy and procedural improvements?
6. Is there sufficient access so that emergency evacuations may be accomplished safely for all students, including those with any special needs?
7. Is access and egress to and from the school manageable for all students admitted, including any with individual needs and/or physical disabilities?

~~3.8 Domain H: Community and Home Partnerships~~

~~Domain H – Essential Questions~~

1. How are parents, and those responsible for the care of the children at home, and other agencies engaged as partners in the students' learning?
2. To what degree are the communications between the school and parents, guardians and others informative, timely and appropriate?
3. To what extent do stakeholders understand and appreciate the purpose and mission of the school, and how do they contribute to it?

~~Domain H – Standards~~

- H1** Effective communications foster a productive home-school partnership and a positive learning community.
- H2** The school establishes partnerships and networks with other schools, locally and beyond the country to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

~~Domain H – Guided Development Questions~~

1. Are communications fit for purpose and timely to meet the needs of the parents/ guardians?
2. Are communications appropriately culturally-sensitive and, where necessary, translated to the main languages of the parent body?
3. Do parents and guardians feel at ease in communicating with the school?
4. Does the school provide appropriate and clear channels of communication to encourage parents to communicate willingly?
5. How do links with other schools benefit the students and how do they help the school fulfil its mission?
6. Are service learning opportunities suitably varied, accessible to all students?

~~3.9 Domain I: Boarding/Homestay/Residential~~

~~Domain I – Essential Questions~~

1. How safe, secure and appropriate for the needs of the students are boarding/homestay/residential facilities?
2. To what extent are boarding/homestay/residential students receiving a broad, balanced and purposeful education within and beyond the classroom?

~~Domain I – Standards~~

- I1** The school's Guiding Statements support boarding/homestay/residential services and serve the well-being of all boarding students and staff.
- I2** The induction and support of boarding and homestay students enables these students to be secure in their learning.
- I3** The school provides welfare support to boarders, including medical treatment and first aid, care of sick students/staff, the management of health and personal problems, and crisis management.
- I4** The school has established systematic and effective arrangements for communicating with parents and caregivers.
- I5** Boarding accommodation is suitable for the number, gender(s) and needs of the enrolled students.
- I6** The number, quality and suitability of staff meets the needs of the students and staff supervision.

- 17** There is a range of safe and varied leisure and free time activities that match the needs of boarding and homestay students.

Domain 1 — Guided Development Questions

1. How are learning opportunities supported through a residential learning curriculum? How are live-in staff recruited and trained to effectively serve the needs of students and support the school's Guiding Statements?
2. What measures does the school take to ensure the safety, security and well-being of residential boarding and homestay students?
3. How does the school ensure that residential students and homestay students are fully involved in the life of the school?
4. How effective is the communication between the school, parents of boarders and homestay parents?

4 The Continua

Four stages are used, reflecting the CIS continuum of continuous school improvement. The continua for each domain should be used to understand the criteria within each Standard, to help collect evidence to support an evaluation against that Standard. Each continuum will include reference to each Standard in the domain. Those Standards highlighted as Essential for Accreditation (Core Standards) are highlighted to indicate "meeting the minimum expected standard for accreditation."

Criteria are used to answer these questions:

1. **The Membership Stage**
 - Does the school meet the criteria for Membership in the second column?
 - Does the school adhere to and practise standards in accordance with the CIS Code of Ethics?
 - How well has the school identified its priorities for development?
 - Is this school a realistic candidate for CIS accreditation within 2 years?
2. **The Preparatory Stage**
 - Is the school focused on achieving sustainable improvement, relative to the needs of its stakeholders? Does it have the capacity for sustained improvement?
 - Is the school a realistic candidate for CIS accreditation within 15-18 months?
 - Is CIS accreditation embedded in the school's strategic planning?
3. **The Team Evaluation**
 - How well is the school placed to meet the accreditation standards?
 - Are all the required (Core) Standards for accreditation met?
 - Is the school challenging itself to develop further?
4. **The Aspirational Stage**
 - To what extent is the school research-centred in its drive for improvement?
 - How effectively are suitable benchmarks used to inspire innovation and improvement?
 - How adaptive is the school to students' continuously changing needs and circumstances?
 - How strong is the intercultural learning in the community and how skilfully does the school enrich this learning?

4.1 Domain A: Purpose and Direction

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
A1. The school's purpose, direction and decision-making is guided by clear Guiding Statements that are appropriate for the needs of all constituent groups.	A1i. The school has appropriate Guiding Statements in place to give it purpose and direction.	A1i. The Guiding Statements guide the school and its decision-making.	A1i. The Guiding Statements are used as suitable reference points in decision-making.	A1i. How can the Guiding Statements be constantly re-evaluated because of the changing needs and circumstances of the students?
A2. The school's Guiding Statements conform to the CIS Code of Ethics.	A2i. The Guiding Statements are in alignment with the CIS Code of Ethics.	A2i. The Guiding Statements are in alignment with the CIS Code of Ethics and influence decision-making.	A2i. The Guiding Statements, and their ethical basis, influence how the school operates.	A2i. How does the school evaluate the ethical basis of its decisions?
A3. The Guiding Statements endorse the school's commitment to developing intercultural learning.	A3i. However defined, the Guiding Statements include reference to international education/ intercultural learning.	A3i. The school has created an engaging and contextually - appropriate definition of international and intercultural education to guide its practice.	A3i. The school puts into action its definition of international/intercultural learning, both inside and beyond the classroom, as evidenced by the learning of students.	A3i. How well is the students' learning developing their capacities as global citizens, and how is this reflected in their learning and in their behaviours?
A4. The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990).	A4i. The school's Purpose and Direction Statements are aligned with the spirit of the UN Convention on the Rights of the Child and the CIS Code of Ethics.	A4i. Staff induction procedures and professional development include suitable references to the Rights of the Child and these rights are confirmed in policy.	A4i. All interactions between adults and students are conducted in alignment with the values within the UN Convention on the Rights of the Child and the CIS Code of Ethics.	A4i. How do relationships between adults and students contribute to the students' learning quality and to the nature of their learning? How do we know?

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A5. All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.	A5i. The Guiding Statements are sufficiently recently developed to remain relevant and meaningful to the school's constituents.	A5i. There is a review process in place to ensure that the Guiding Statements remain relevant and meaningful to the school's constituents.	A5i. The review process for the Guiding Statements is genuinely consultative, involves all constituent groups and the constituents are engaged with the school's purpose and direction.	A5i. How do the views of the school's constituents influence the school's purpose and direction?
A6. The school has an effective means of monitoring and evaluating the implementation of its Guiding Statements.	A6i. The school understands the need to review and evaluate the implementation of its Guiding Statements.	A6i. Systems are in place for the review and evaluation of the implementation of the Guiding Statements.	A6i. The review and evaluation of the Guiding Statements is effective and provides data that informs the school's direction.	A6i. How is the review and evaluation of the Guiding Statements informing the Board in their strategic oversight of the school?
A7. The school has developed and adopted a contextually-appropriate definition of high quality learning and identified expected learning outcomes at each stage of a students' pathway through the school.	A7i. The school's Guiding Statements demonstrate a commitment to the quality of students' learning.	A7i. The school has its own, appropriate definition of high quality learning and has begun to relate this to expected outcomes for students.	A7i. The contextually-appropriate definition of high quality learning is related to students' expected learning outcomes and referenced to standards.	A7i. How consistent is the application of the school's definition of high quality practice, and how is the school addressing any inconsistencies in practice?
A8. The schools is inclusive in its admissions procedures, as defined by its Guiding Statements.	A8i. The school's Admissions procedures are aligned to its Guiding Statements and emerged from them.	A8i. The Admissions procedures include all those potential students eligible for admission, as defined by the criteria of the Admissions policy.	A8i. The Admissions policy, process and its outcomes are evaluated regularly in the context of the Guiding Statements to assess its inclusivity within	A8i. How inclusive is the school in the context of its admissions policy and how well-matched is the programme to those students enrolled?

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			the terms of the policy.	

4.2 Domain B: Governance, Leadership and Ownership

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
B1. The respective roles and responsibilities of, governance and ownership, and leadership and management are suitably defined in writing and respected in practice for the sustainable development of the school.	B1i. The roles and responsibilities of ownership, governance, leadership and management are clearly defined and set out in written form.	B1i. The roles and responsibilities of ownership, governance, leadership and management are clearly defined, formally articulated in approved policy and understood and respected by all members of the school community.	B1i. The roles and responsibilities of ownership, governance, leadership and management are clearly defined, formally articulated in approved policy, understood and respected by all members of the school community and reflected in practice.	B1i. How is governance developing through orientation, systematic training and how is this training evaluated?
B2. The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students' education and well-being.	B2i. The Head's role as the educational leader including the responsibility for implementing the mission and having the ultimate responsibility and accountability for the students' education and well-being is articulated in a formal job description and fully understood by all members of the Board.	B2i. The Head's role is clearly articulated in approved policy, reflected in the lines of reporting and fully understood by all members of the school community.	B2i. The Head's role as the educational leader is unambiguous, supported by clear and widely understood structures and lines of reporting that distinguish between governance and leadership functions and practice at the school is indicative of shared understandings about roles and responsibilities and lines of authority.	B2i. Is the relationship between the Head and the Proprietors/ Governors a partnership based on a shared vision, trust, common understandings about roles and responsibilities thus empowering the Head to provide leadership for the total school programme?

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
B3. The Proprietors/ Governors ensure there are educational and financial plans to support the school's viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community.	B3i. The Proprietors/ Governors are able to demonstrate through a strategic plan that the school's short and long terms finances are sufficient to support the school's mission and programmes and sustain the school's operations into the foreseeable future.	B3i. The Proprietors/ Governors are able to demonstrate that its educational and strategic plans are underpinned by detailed financial planning and that overall the finances are such that the school's mission, programmes and other obligations can be sustained into the foreseeable future.	B3i. Proprietors/ Governors have developed, formally approved and effectively communicated educational plans for the near and long term that ensure school viability, are aligned to the mission and fully support the range of programmes offered by the school.	B3i. How detailed is educational and financial planning embedded in practice, effectively communicated, and widely understood? How does this ensure that the school is aligned to its mission, able to finance its development into the future and, in the process, fully support current and future programmes?
B4. Governance is constituted to enable the school to have a clear and appropriate sense of direction and continuity.	B4i. The school is constituted in accordance with the laws of the country, is appropriately licensed and its operations clearly reflect the relevant statutes and/or articles of association.	B4i. A legally compliant governance structure enables the school to have a clear and well defined direction, the relevant statutes and/or articles of association are translated into policy and there are plans in place to cover changes in ownership and/or leadership.	B4i. A legally compliant governance structure enables the school to have a clear and well defined direction, the relevant statutes and/or articles of association are translated into policy and embedded in practice and the Board can provide continuity for the school in the event of a sudden change in structure, ownership and/or leadership.	B4i. How well established is the governance, legally compliant and providing the school with sound direction and effective support? B4ii. How well placed is the Board to fulfil essential governance duties and provide continuity for the school in the event of a sudden change in structure, ownership and/or leadership?
B5. The Guiding Statements drive strategic planning and the school's strategic decision-making.	B5i. The school's Guiding Statements have been formally approved by the Proprietors/	B5i. The Proprietors/ Governors and school leadership are able to provide tangible	B5i. The links between the school's Guiding Statements, the strategic plan and decision	B5i. How well understood are the links between the school's purpose and direction,

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
	Governors and their importance as drivers of strategic planning and decision making fully understood at a governance and school leadership level.	evidence of how the Guiding Statements drive strategic planning and strategic decision making.	making are fully understood by the Proprietors/ Governors, school leadership, faculty and members of the wider school community and are clearly reflected in actual practice.	Strategic Planning and strategic decision-making? B5ii. Do all members of the school community have an understanding of what the school stands for, embedded in practice and subject to ongoing review and reflection?
B6. The leadership of the school has the inter-cultural competencies, perspectives and appreciation needed for the school's unique cultural context.	B6i. The Head is suitably qualified and exhibits intercultural competencies, and perspectives that reflect an understanding and appreciation of the school's unique cultural context.	B6i. The Head is suitably qualified and ensures that intercultural competencies, perspectives and appreciation relevant to the school's cultural context are reflected in relationships between and among all school constituents, in the curriculum and in the day to day life of the school.	B6i. The Head is suitably qualified and ensures that intercultural competencies, perspectives and appreciation relevant to the school's cultural context are embedded in relationships between and among all school constituents, in the curriculum and in the day to day life of the school.	B6i. To what extent are intercultural competencies and perspectives embedded in the curriculum, in relationships between all members of the school community, and reflected in the day-to-day life of the school?
B7. The working relationship between the Proprietors/ Governors and the Head of School is established to sustain high morale, positive professional relationships, and a conducive climate for teaching,	B7i. The expectations and respective roles and responsibilities of the Head and the Proprietors/ Governors are defined and include an understanding that the relationship is a partnership.	B7i. The expectations and respective roles and responsibilities of the Proprietors/ Governors are defined, articulated in policy and commit both parties to working together to establish and sustain high	B7i. The working relationship between the Head and the Proprietors/ Governors is well defined, articulated in policy, reflected in actual practice and establishes and sustains high morale, positive professional relationships and	B7i. Is the working relationship between the Head and Proprietors/ Governors based on a strong sense of partnership, clear understandings about roles and responsibilities, effectively

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
learning, and students' well-being.		morale, positive professional relationships and a school climate that is conducive for teaching, learning and student well-being.	a climate that is conducive for teaching, learning and student well-being.	communicated, open and mutually supportive? B7ii. Is the working relationship between the Head and Proprietors/ Governors subject to ongoing reflection of its overall effectiveness in promoting a school culture that sustains high morale, positive professional relationships and a climate that is conducive for teaching, learning and students' well-being?
B8. There are clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.	B8i. There is clear evidence that the Proprietors/ Governors are in the process of developing a comprehensive policy manual that is supported by relevant procedures and will bring consistency and clarity to school operations. B8ii. The school has a policy, approved by the Proprietors/ Governors, that describes how it is committed to,	B8i. The Proprietors/ Governors have developed and formally approved a comprehensive policy manual that is supported by written procedures that bring consistency and clarity to school operations.	B8i. The Proprietors /Governors have developed, formally approved and implemented a policy manual that is supported by relevant procedures. This includes policy related to the appraisal of the Head and the Board and is systematically reviewed on a regular basis, bringing consistency and clarity to school operations.	B8i. To what extent is policy and associated operational procedures embedded in practice, consistently implemented, effectively communicated, widely understood by faculty, staff, parents and students where applicable and subject to regular and systematic review?

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
	<p>preventing and responding appropriately if children are harmed or if allegations of harm to children are made.</p> <p>B8iii. The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse, including historical disclosure, and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.</p>			
<p>B9. There is a clear roadmap for the storage, access and use of data to enhance learning.</p>	<p>B9i. There is a strategy for the use of technology in the school.</p>	<p>B9i. The technology strategy is costed and outlines a road map showing the use of technology to support students' learning.</p>	<p>B9i. The technology strategy identifies the school's plan for the storage, use and analysis of data to support students in their learning. The authority for data-driven decision making is disseminated to teachers.</p>	<p>B9i. How is the use of data for operational and teaching purposes to support students' meaningful learning being evaluated and with what success criteria?</p>

4.3 Domain C: The Curriculum

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
C1. The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression, and is guided by the mission of the school and the needs of the enrolled students.	C1i. The school's curriculum design, teaching practices, student learning are aligned to the school's purpose and direction.	C1i. The school has a clearly articulated vision of high quality learning and defines these with reference to its Guiding Statements.	C1i. There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation and review.	C1i. How is the curriculum being re-defined and articulated in the light of students' changing needs and circumstances?
C2. The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.	C2i. The curriculum is documented and the school is mindful of the need to articulate the curriculum and ensure its progress and its coherence.	C2i. The curriculum is documented and there is an attempt to define its scope and sequence to ensure horizontal and vertical articulation.	C2i. The school has articulated the curriculum fully, and sees the need to constantly re-evaluate this articulation.	C2i. How does the articulation of the curriculum inform teaching and learning? C2ii. How is the curriculum articulation being constantly evaluated?
C3. The curriculum promotes the development of global citizenship and intercultural learning.	C3i. The curriculum shows a commitment to developing global citizenship in its educational goals and through the learning programmes.	C3i. The curriculum applies appropriate and personalised definitions of international and intercultural understanding.	C3i. Curriculum documents provide for the integration of global citizenship in the students' learning. This is evidenced in students' outcomes.	C3i. How are the attributes of global citizenship being developed in the students through the planned and the hidden curriculum?
C4. The curriculum promotes the development of digital citizenship.	C4i. There is a planned approach to the development of students' digital citizenship.	C4i. The approach to developing students' digital citizenship is coherent with the school's Guiding Statements and its approach to developing global citizenship.	C4i. The school has defined digital citizenship and has shared its expectations with the students in an age-appropriate form, which informs the nature of their learning.	C4i. How well are the students' capabilities in digital citizenship used to transform their learning?

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C5. The curriculum offers challenge, supports the students' academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.	C5i. The curriculum design and implementation meets the needs of the students enrolled.	C5i. The written curriculum design and implementation shares the expected learning outcomes of the students in terms of what they should know, understand and be able to do.	C5i. Curriculum implementation provides evidence of the students being able to shape, personalise and participate in their learning and have an awareness of their own learning styles.	C5i. How is the curriculum planned with reference to the personalised learning needs of every student?
C6. The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.	C6i. A planned curriculum review policy and process is in place and reflects the current Guiding Statements.	C6i. Curriculum review is systematic, and changes reflect the overarching curriculum plan and are informed by students' assessment results.	C6i. The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.	C6i. How well is curriculum review informed by contemporary research and through networking with leading international practices? How is the curriculum review process helping to shape the curriculum needed by today's students?
C7. The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.	C7i. The planned curriculum and the co-curricular programme relate to the needs of the students and their aspirations.	C7i. The curriculum emphasises gathering, presenting and applying ideas and information as well as mastery of content knowledge.	C7i. Curricular and co-curricular design, teaching and resources ensure all students' needs are met, all are included and all students are challenged.	C7i. How well are curricular and co-curricular programmes matched to students' changing needs, circumstances and aspirations?

4.4 Domain D: Teaching and Assessing for Learning

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
D1. Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.	<p>D1i. Teachers know how the school's curricular programs can meet the needs of all students, regardless of age or learning challenges.</p> <p>D1ii. Teachers support the expectation that all students admitted to the school can succeed within the existing school programme.</p>	<p>D1i. Teachers teach the documented curriculum in ways which provide all age levels and all ability levels with opportunities to be successful learners.</p> <p>D1ii. Teachers know their students' learning needs and accommodate these needs in their teaching.</p> <p>D1iii. The school provides students with personnel to support their social, emotional, and physical growth and development.</p>	<p>D1i. The teaching strategies and support resources for the taught curriculum allow all students to learn and be successful.</p> <p>D1ii. The classroom environment and teaching strategies accommodate varied learning styles and needs.</p> <p>D1iii. Learning Support is provided to students with special learning challenges as well as to those who require additional direction to fulfil their potential.</p>	<p>D1i. To what extent are teachers provided with on-going professional development opportunities, resources, and support to create the best possible learning environment for their students?</p>
D2. There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.	<p>D2i. The school has a written admissions policy that is aligned to the Guiding Statements and which offers clear information concerning the alignment between students' learning needs and proficiencies and the programmes offered.</p> <p>D2ii. The school's admissions policy</p>	<p>D2i. The learning needs of students enrolled in the school are adequately supported by clearly defined and effective screening programmes and referral systems.</p> <p>D2ii. On-going assessment procedures monitor the extent to which any given student is benefiting from school</p>	<p>D2i. Professional training and support is provided for all teachers in the identification and referral of students with special learning needs, gifts and talents.</p> <p>D2ii. The school periodically reviews its admissions policies and procedures, and its provision of learning support for students, in</p>	<p>D2i. To what extent does the school use research to enrich its understanding of the ways in which students learn in order to identify the means to improve support for their learning?</p> <p>D2ii. To what extent does the school consider whether expanding the admission of</p>

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	<p>is published and made available to all community members including prospective families.</p> <p>D2iii. As part of the admissions process, the school secures relevant diagnostic information about an individual student's proficiencies, learning differences, talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programmes.</p> <p>D2iv. The school has, or is in the process of developing, means of identifying and referring the learning needs and special gifts or talents of students already enrolled in the school.</p>	<p>programmes, and effective procedures are used to inform the school's and parents' decisions about continued enrolment.</p> <p>D2iii. The school uses assessment data as part of the regular evaluation of the effectiveness of the learning support programme.</p>	<p>line with revisions of the school's Guiding Statements and with significant changes in student demographics.</p> <p>D2iii. The school uses means to maximize every student's self-expectation of high academic attainment.</p>	<p>students with exceptional needs, gifts and talents may benefit the community and strengthen the school's programmes?</p>
D3. Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to	D3i. Teachers employ a variety of assessment strategies to affirm and evaluate student learning.	D3i. Assessment of learning includes a range of formative and summative strategies.	D3i. Differentiation of teaching and assessment strategies is evident in the classroom.	D3i. How consistently and how well are teachers focusing on the development of authentic assessment tools

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
students' needs, data from varied assessment of students' learning and reflection upon pedagogy.		D3ii. Assessment results are analysed to validate student learning.	D3ii. Teachers ensure that individual students' needs and learning styles are aligned with assessment strategies. D3iii. Assessment data are used to inform teaching strategies, lesson content, and/or assessment tools. D3iv. A school-wide Assessment Policy is in place.	and strategies for all ages, abilities? D3ii. Are there designated times provided for faculty to reflect upon their teaching, to share effective strategies, and to identify how best to support students' learning? If so, how well are these opportunities used?
D4. Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.	D4i. Periodic progress reports track individual student achievement in a variety of ways. D4ii. Reports of student progress are a valuable communication tool with the home.	D4i. Recording and reporting criteria are aligned with clear learning goals as documented in the content area curriculum. D4ii. Formal reporting documents reflect the school's values and its prioritisation of students' learning.	D4i. The school implements a systematic process for the collection and analysis of students' achievement data. This is used to identify accomplishments and gaps in students' learning, to monitor improvement and examine individual growth over time. D4ii. The school provides timely, meaningful, and clearly understood information reflecting the achievement of each child. D4iii. External examination and/or standardised test	D4i. To what degree does the school prioritise professional development targeted at building teachers and school leaders' data literacy skills? D4ii. To what extent do students engage in the self-assessment of their learning and are they able to share their learning with others? D4iii. How effectively is information regarding the progress of each child made available to both students and parents through school communication channels and

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
			results are used to measure students' learning of the taught curriculum, benchmark with other, similar schools and to support on-going students' achievement.	with what consequences?
D5. Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.	<p>D5i. All students are actively involved in their learning.</p> <p>D5ii. Classroom space and teaching resources (including technology and digital resources) allow for both individual and collaborative learning.</p>	<p>D5i. Classroom activities are student-centred and aligned with the documented curriculum.</p> <p>D5ii. The learning environment provides for students with diverse learning styles and abilities.</p> <p>D5iii. Assessment strategies include activities which involve students in self-assessment, enquiry, discovery, and problem-solving.</p>	<p>D5i. Students are able to articulate what they are doing and how they are learning.</p> <p>D5ii. Students are engaged in their learning in line with the School Mission, Vision, and Values.</p> <p>D5iii. Students have opportunities to share their learning with their peers.</p> <p>D5iv. Teachers create learning opportunities which challenge students to achieve their potential.</p>	<p>D5i. To assess some learner outcomes, how do students choose self-evaluation tools to best suit their learning needs?</p> <p>D5ii. Do teachers generate and model lessons providing students with multiple levels of engagement and increasingly complex learning? And, if so, with what consequences for the students' learning?</p>
D6. The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge,	<p>D6i. Clear grading and reporting guidelines and procedures are available to students and parents.</p> <p>D6ii. The schedule for periodic reporting to</p>	<p>D6i. The school's grading and reporting guidelines and procedures are implemented consistently and transparently.</p> <p>D6ii. Students know what they are studying and can explain what</p>	<p>D6i. Students and parents know what each assessment grade stands for.</p> <p>D6ii. Students can explain or demonstrate their learning.</p> <p>D6iii. Students understand the</p>	D6i. How effectively do student-led conferences demonstrate the student's awareness of her/his progress vis-a-vis expected learning outcomes?

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
understanding, skills and behaviours.	parents is available at the beginning of the academic year.	they are expected to know at the end of a lesson/unit.	connection between their engagement in a learning activity and assessment results.	
D7. Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.	<p>D7i. The school's Guiding Statements clearly prioritise intercultural development.</p> <p>D7ii. Knowledge of and respect for the host culture(s) is embedded within the written and taught curriculum.</p>	<p>D7i. If necessary, teachers supplement the documented curriculum with research and activities incorporating both local and global contexts.</p> <p>D7ii. All students are provided age-appropriate opportunities to explore cultural diversity within and beyond the host country.</p>	<p>D7i. All programs - curricular and co-curricular - provide opportunities for students to experience and learn from a variety of cultures.</p> <p>D7ii. Students can share specific examples of their intercultural learning.</p>	<p>D7i. How effectively does curriculum documentation incorporate explicit learning outcomes referencing the school's cultural context, those of the students, as well as global issues?</p> <p>D7ii. How do students articulate the importance of global citizenship and demonstrate this through their behaviours?</p>
D8. A range of high quality media and information technology is used meaningfully to enrich the quality of the students' learning.	<p>D8i. The school provides access to a sufficient range of high quality media and information technology according to its means.</p> <p>D8ii. Teachers are provided systematic training in the use of media and information technology resources.</p> <p>D8iii. Teachers provide opportunities for students to acquire skills in accessing and</p>	<p>D8i. The use of media and information technology is planned, articulated vertically and horizontally in the written and taught curricula.</p> <p>D8ii. The school uses criteria for the assessment of effective use of media and information technology by teachers and students.</p>	<p>D8i. The school has a strategic plan, including financial implications, for the acquisition and educational use of media and information technology.</p> <p>D8ii. The use of media and information technology is integrated into teaching and assessment through a technology for learning plan in order to enrich students' learning.</p>	<p>D8i. To what extent is media and information technology incorporated into teaching and assessment as a means to promote critical and creative thinking?</p> <p>D8ii. How does the school use media and information technology to enhance collaboration between its students and other learners elsewhere?</p>

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
	evaluating information from print and media resources and in using the tools of technology.		D8iii. Media and information technology are used as a means to differentiate teaching and learning according to the needs, proficiencies and learning styles of groups and individual students.	D8iii. How well is media and information technology used to explore models of blended learning?
D9. There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.	<p>D9i. The school has systems of recording individual students' performance and reporting this to parents.</p> <p>D9ii. The school has systems of recognizing and recording individual students' effort and reporting this to parents.</p> <p>D9iii. The school has systems of analysing and recording school-wide achievement against pre-determined learning and non-academic outcomes and reporting this to the community.</p>	<p>D9i. The school has thorough and effective systems for tracking, analysing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.</p> <p>D9ii. The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's efforts and achievements and enables them to support ongoing progress.</p> <p>D9iii. The overall results of external tests/examinations, if used, are shared with appropriate members of the</p>	<p>D9i. The school's system of recording, analysing, and reporting students' progress and achievement are aligned to the school's Guiding Statements and to criteria described in the school-wide assessment policy.</p> <p>D9ii. The school has systematic means of assessing, analysing, recording and reporting the performance of individual student and school-wide performance compared with students elsewhere.</p> <p>D9iii. Assistance is provided to parents and students in understanding and interpreting reports of</p>	<p>D9i. How is evidence on individual and school-wide achievement recorded and reported to enable authorised stakeholders to analyse and draw inferences?</p> <p>D9ii. What evidence is there of students' achievement being recorded and reported in multiple ways in alignment with school-wide policies on assessment methodologies?</p> <p>D9iii. How are students involved in the assessment, recording and reporting of achievement in ways that will support raising self-expectation of academic achievement?</p>

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
		community and are analysed to support on-going students' achievement.	students' effort and achievement. D9iv. Data from graduates or past students are considered when determining the effectiveness of the school's programme. D9v. Reports of individual student's progress and achievement are retained by the school for a given length of time in accordance with published policy.	D9iv. How well is the recording and reporting of evidence of achievement used as part of a feedback loop with the aim of enhancing school-wide and individual student's achievement?
D10. There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.	D10i. The school has a regular schedule of lessons that provides sufficient time for the delivery of a broad and balanced range of subjects in accordance with the Guiding Statements. D10ii. The length of the school year complies with local regulations, is sufficient for the planned curriculum to be taught effectively. D10iii. Arrangements are in place to minimise time lost during	D10i. The length of lessons is appropriate for the subject matter and age of students. D10ii. Appropriate consideration is given as to whether the students or teachers move between classrooms. D10iii. The school has a homework timetable that takes into account the learning needs and ages of students.	D10i. The schedule is planned in such a way as to avoid recurring interruptions to specific subjects, activities, and access to resources. D10ii. The schedule is planned and managed in such a way as to maximize the amount of time that students spend engaged in learning tasks. D10iii. Allocation of teaching time to subjects and complies with the requirements of curricular and examination/asse	D10i. To what extent does the school consider the use of flexible time for teaching and learning in accordance with: the ages and learning needs of students; the nature of the curriculum; the maximum use of resources; and other specific reasons such as blended learning and real time collaboration with learners elsewhere? D10ii. How has the school considered ways of adapting the annual calendar in support of maximising

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
	transitions between lessons.		ssment/testing authorities. D10iv. The school has a policy in respect of teaching time lost for reasons both within and beyond its control.	students' learning?
D11. Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.	D11i. The school employs, or is in the process of employing, learning support personnel sufficient to meet the specific learning needs of all enrolled students, including those with exceptional gifts and talents.	D11i. The number, qualifications and levels of experience of learning support personnel are appropriate to the number and needs of identified students. Their roles are defined and understood by the school community. D11ii. Learning support services function as an integrated part of the school's programme with learning support staff members working in collaboration with classroom teachers, students and parents to optimize students' learning.	D11i. Staff is trained to use equipment and facilities which are designed or modified as appropriate to ensure access to learning for all enrolled students. D11ii. The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs, including gifted and talented students. D11iii. The curriculum design, teaching strategies and support resources provided, including media and information technology, ensure that all students, including those with learning needs and identified gift and talents, can	D11i. How does the school apply methodologies used in the support of exceptional learning needs, gifts and talents to raise the level of challenge for all students? D11ii. How does the school collaborate with other schools to share expertise and to maximise the provision of learning support for students in the wider physical or online communities? D11iii. Does the school consider: an adaptive curriculum; flexible scheduling; and flexible staffing in order to provide a creative and challenging learning experience for all enrolled students including those with exceptional needs, gifts, and talents?

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
			<p>profit from school offerings and that all students are challenged by the content of their courses.</p> <p>D11iv. Professional training is provided for all teachers to ensure that they differentiate teaching to meet the needs of all students.</p>	
<p>D12. Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.</p>	<p>D12i. The school has a written admissions policy that is aligned to the Guiding Statements and which offers clear information concerning the alignment between students' specific language needs and proficiencies and the programmes offered.</p> <p>D12ii. The school's admissions policy is published and made available to all community members including prospective families.</p> <p>D12iii. As part of the admissions process, the school secures relevant diagnostic information</p>	<p>D12i. The language needs of students enrolled in the school are adequately supported by clearly defined and effective screening programmes and referral systems.</p> <p>D12ii. Students who need specialised language support to access the curriculum are provided with appropriate, clearly defined programmes delivered by qualified teachers.</p> <p>D12iii. The school uses assessment data as part of the regular evaluation of the effectiveness of the language</p>	<p>D12i. All teachers and assistants have received appropriate training and use pedagogical approaches which support the specific needs of language learners.</p> <p>D12ii. The school periodically reviews its admissions policies and procedures and its provision of language support in line with revisions of the school's Guiding Statements and with significant changes in student demographics.</p> <p>D12iii. The school makes effective use of community</p>	<p>D12i. To what degree does the school provide programmes in students' mother tongues and the language of the country in which the school is located?</p> <p>D12ii. How does the school consider and evaluate the applicability of best practices in language teaching in areas and school systems beyond its traditional frame of reference?</p> <p>D12iii. Does the school investigate the association between language and learning and, if so, consider the means to develop its</p>

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
	<p>about an individual student's proficiencies and needs in the school's language of instruction to assist in determining whether the student's educational needs can be met by the school and its programmes.</p> <p>D12iv. The school has, or is in the process of developing, means of identifying and referring the specific language needs of students already enrolled in the school.</p> <p>D12v. The school employs, or is in the process of employing, personnel sufficient to meet the specific language needs of all enrolled students.</p>	<p>support programme.</p> <p>D12iv. Language support services function as an integrated part of the school's programme with language support staff members working in collaboration with classroom teachers, students and parents to optimize students' learning.</p>	<p>resources to enhance access to the curriculum for students with specific language needs.</p> <p>D12iv. The school engages with parents on how best to support the language development of their children, including the language of the home.</p> <p>D12v. The school recognises, and provides access to, students' mother tongues and the language of the host country.</p>	<p>curriculum accordingly?</p>

4.5 Domain E: The Students' Learning and Well-Being

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
E1. The school environment is characterised by openness, fairness, trust,	E1i. The school has a culture of openness, fairness, trust	E1i. The school promotes a positive and supportive environment for	E1i. The school fosters students' leadership and voice, and has channels through	E1i. Does the school regularly research, identify and implement enhanced

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
and mutual respect to support students' learning and well-being, listen to their views and develop their leadership qualities.	<p>and mutual respect.</p> <p>E1ii. Collaboration, external partnerships, shared responsibility and partnerships with parents support students' learning and well-being.</p> <p>E1iii. There are policies, procedures and practices in place that support the development of a positive school culture.</p>	<p>students' learning and well-being including culturally sensitive ways of celebrating student success. In addition, there are fair and appropriate expectations for students' behaviour.</p>	<p>which students can give input to the school regarding their learning and well-being.</p> <p>E1ii. Service learning, environmental stewardship and community partnerships are areas of focus for developing student leadership and voice.</p>	<p>practices as, for example, students' peer mentoring programmes, and a regular programme of parent education and engagement in their child's learning and well-being?</p>
E2. The school has documented and implemented effective written policies to safeguard and promote the welfare of children who are students at the school.	<p>E2i. The school has documented and implemented effective written policies and procedures to safeguard and promote the welfare and protection of children who are students at the school.</p> <p>E2ii. There is a sense of shared responsibility to address awareness, prevention and responsiveness to issues including all forms of child abuse, sexual harassment, substance abuse, hazing or bullying and discrimination in any form.</p>	<p>E2i. A contextually appropriate values statement about the rights of the child has been developed, adopted by the school and communicated to all stakeholders.</p> <p>E2ii. The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behaviour of children towards other children.</p>	<p>E2i. The school has in place formal learning programmes related to child protection including areas such as personal safety, grooming, online safety, healthy sexual behaviour etc.</p> <p>E2ii. School safeguarding and child protection policies and procedures are subject to an annual, scheduled review and revision.</p> <p>E2iii. The school develops meaningful and effective relationships with external organisations and bodies that</p>	<p>E2i. How well does the school research, investigate and implement practices such as: engaging with local community resources, as appropriate within the school's cultural context and its national environment, to, for example: establish a community-based Child Protection team to include medical, legal, social services, counselling and police authorities to assist the school in developing its programmes and procedures and</p>

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
	<p>E2iii. If applicable, the school has specific child protection policies and procedures to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements.</p> <p>E2iv. Formal procedures exist for conducting criminal record checks for prospective and existing faculty, staff, contractors and volunteers.</p> <p>E2v. Formal procedures exist to verify references for prospective and existing faculty and staff.</p>	<p>E2iii. The school has clearly defined leadership responsibilities for child safety and the school is cognisant of the legal, ethical and cultural expectations and requirements regarding child abuse within the country in which it operates.</p> <p>E2iv. The school has developed and adopted a code of conduct and written guidelines for appropriate and inappropriate behaviour of adults towards children and children towards other children. All faculty, staff, volunteers and contractors acknowledge that they have read the code of conduct and agree to abide by it.</p> <p>E2v. The school has a programme of annual professional training for faculty and staff regarding student safeguarding, child abuse prevention, recognition, intervention and reporting.</p>	<p>are able to provide appropriate support and advice on matters related to child protection.</p> <p>E2iv. All reports of suspected or disclosed abuse and any actions taken by the school are securely archived, regardless of the conclusions reached.</p> <p>E2iv. The school gives due regard to building and facility design, layout, designation and use to ensure the safety and protection of students.</p>	<p>to act as a resource to school personnel when handling specific cases of abuse?</p>

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
E3. The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and boarders' health records.	E3i. A policy framework and supporting procedures is in place covering all aspects of the welfare of boarding and homestay students: anti-bullying, child protection, complaints, behaviour, security and safeguarding and health.	E3i. The school implements effectively, appropriate policies and procedures for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted.	E3i. The policy and procedures for the well-being of boarding and homestay students are effective. They are reviewed regularly and evaluated with the specific needs of residential students in mind.	E3i. How does the school consider the wellness of residential students and their specific needs distinctly from the different needs of day students?
E4. The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.	<p>E4i. The school meets the health and safety codes and regulations of local authorities, and certificates of inspection and regulations required by law are available on file or posted in the appropriate locations. Written policies and procedures are in place to support the health and safety of all on campus.</p> <p>E4ii. The school is cognisant of, and complies with, the legal, ethical and cultural expectations and requirements regarding child abuse within the country in which it operates.</p>	<p>E4i. A Health and Safety Committee regularly monitors and measures the effectiveness of the school's health, safety and security policies and procedures. Drills and practices of emergency procedures are evaluated for effectiveness and appropriately revised.</p> <p>E4ii. Staff are trained to carry out the school's written health, safety and security policies and procedures in the case of emergency.</p>	<p>E4i. The school has developed a critical incident management handbook which is regularly reviewed and updated with input from local authorities or other experts.</p> <p>E4ii. Procedures are in place to evacuate to an off-site location if necessary.</p>	E4i. How effectively and systematically does the school review all emergency procedures, identify and implement enhanced emergency procedures using information available from expert sources?

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
<p>E5. The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.</p>	<p>E5i. Effective procedures are in place for emergency situations that require evacuation, and are regularly practised.</p> <p>E5ii. The school premises, facilities and equipment provide an environment that is safe, secure and promotes student learning and well-being. Appropriate indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort all support an environment conducive to learning and well-being for all.</p>	<p>E5i. The school has a system of maintenance that ensures the premises and equipment are healthy, safe and secure.</p> <p>E5ii. If the school has disabled students or staff, all reasonable provision is made to ensure their health, safety, and freedom of access.</p> <p>E5iii. Effective procedures are in place, and regularly practised, for emergency situations that require evacuation, and evacuation routes are clearly displayed throughout the school.</p> <p>E5iv. A method of communicating with parents in times of emergency or school closure is in place.</p> <p>E5v. Effective procedures are in place, and regularly practised, for emergency situations that require a lockdown or response to natural disasters</p>	<p>E5i. To the extent possible, the school is able to support students' learning in the event of school closure.</p>	<p>E5i. How effective is risk assessment and the analysis of near-accidents/near misses, and how well does this inform the school as a learning community?</p>

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
		<p>such as earthquake or flooding.</p> <p>E5vi. Effective procedures are in place to ensure the health and safety of visitors on campus and during evacuation, lockdown or earthquake or similar emergencies.</p>		
<p>E6. The school provides health care and health education to support students' well-being and enhance access to learning opportunities.</p>	<p>E6i. The school provides adequate health care services through appropriately trained faculty/ staff or qualified health specialists to support students on the school premises and has programmes and services in place to encourage the adoption of healthy life style choices.</p>	<p>E6i. The school ensures the health of students on its premises in partnership with the broader community in order to enhance access to learning opportunities.</p> <p>E6ii. The school's programmes, services and environment encourage the adoption of healthy lifestyle choices through a sequential and developmental curriculum and broad range of health services.</p>	<p>E6i. The school facilitates school community awareness and understanding of local health services, local health requirements and potential health concerns.</p>	<p>E6i. How does the school play an advocacy role in understanding and responding to potential health hazards in the local and broader community?</p>
<p>E7. There is an effective and implemented written policy and procedures, including risk assessment, to support the health and safety and security of</p>	<p>E7i. The school has written policies and procedures including risk assessment in place to ensure the comfort, security and health and safety</p>	<p>E7i. The school ensures that trips are well-planned and executed. Differentiated risk assessment procedures are in place for local, regional and</p>	<p>E7i. The school works with the appropriate safety authorities to regularly evaluate and renew its external activity risk procedures in light of</p>	<p>E7i. How does the school research, identify and implement enhanced practices in child protection and risk management</p>

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
students on activities outside the school.	of students and accompanying adults during trips and activities outside the school.	international trips and activities. Risk assessment analyses are communicated to all relevant community partners as part of the approval process.	changing conditions and circumstances. External activity risk procedures are shared with community partners, e.g. athletic associations or MUN networks, to ensure consistency of procedures when students are travelling.	in off-campus activities?
E8. The school offers university/college counselling, assessment, referral, educational and career planning guidance suitable to the age/maturation of all the students in its care.	E8i. The school provides university and college counselling as well as career counselling to support students' current and future development and achievement.	E8i. The school has sufficient personnel with the appropriate experience, qualifications, character and skill to provide quality service. E8ii. Programmes are supported by clearly defined documents and policies which ensure the school community understands the scope of career and tertiary education counselling services available and how to access them.	E8i. The school regularly evaluates the effectiveness of its counselling programmes and services using data from the students' profile and achievement.	E8i. How does the school regularly research, identify and implement enhanced practises, e.g. the use of data on alumni as part of the ongoing evaluation process?
E9. Those students and families making transitions between divisions of the school, and in and out of the school are	E9i. Those students and families making transitions in and out of the school, and within the school, are supported effectively	E9i. The school provides orientation for students and families new to the school and/or international education as well as transition	E9i. The school designates qualified staff with the expertise to plan, implement and evaluate transition activities and	E9i. How well does the school research, identify and implement enhanced practices in relation to transitory families, also

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
supported effectively through advice, counselling and appropriate information.	through advice, counselling and appropriate information.	<p>support for those students and families exiting the school for home or other school systems.</p> <p>E9i. The school offers both developmentally appropriate curriculum-based and non-curriculum based educational opportunities for students to increase their general knowledge and skills in managing transitions, including those within the school. The school designs and delivers transition activities to facilitate specific transition experiences e.g. entry or exit.</p>	programs for students and families as well as to train and support faculty in the delivery of transition programs and activities.	considering those students remaining at school when others move on?

4.6 Domain F: Staffing

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
F1. The faculty and support staff is sufficient in numbers, experience, qualifications, and competencies.	F1i. There are sufficient numbers of faculty and support staff, commensurate with the number of students, to ensure a satisfactory learning experience for the students in	F1i. There are sufficient numbers of appropriately qualified faculty and support staff, commensurate with the number of students and demands of the school's services, curriculum and	F1i. There are sufficient numbers of faculty and support staff, appropriately qualified and experienced, to ensure students have the best learning experiences possible in line	F1i. How are faculty members regularly updating their training, specific to the curriculum and the school's cultural context? To what extent are similar opportunities offered to all staff to support

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
	accordance with the school's services, curriculum and co-curricular activities.	co-curricular activities, to ensure all students benefit from the learning experience. Some faculty have advanced qualifications. Some faculty have undertaken training specific to the curriculum.	with the school's curriculum and co-curricular activities. The majority of faculty have advanced qualifications. The majority of faculty have undertaken training specific to the curriculum.	their role in the school?
F2. Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information been taken into account in determining whether their appointment will be confirmed.	F2i. All employees have undergone thorough background screening. F2ii. Formal procedures exist to obtain and verify confidential references for prospective and existing faculty and staff.	F2i. All employees and regular volunteers have undergone thorough background screening.	F2i. Regular background checks are undertaken for all employees and volunteers.	F2i. How is the effectiveness of regular background checks and referencing for all employees routinised, embedded into school practices and procedures and evaluated?
F3. The school provides for the continuous professional development of faculty and staff that relates to school priorities,	F3i. Faculty and staff have access to professional development (PD).	F3i. All faculty and staff have access to PD related to their professional needs which supports	F3i. There is a clearly defined process and expectations for all faculty and staff to receive PD related to the school's	F3i. To what extent does PD create professional learning communities and how effective a learning

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
the professional needs of the staff and contributes to the students' learning.		students' learning.	identified priorities, and their professional needs, which supports students' learning.	community is the school as a whole? F3ii. What is the school faculty, staff and administration endeavouring to learn from its students?
F4. Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.	F4i. Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.	F4i. Staff recruitment and retention is managed through a school policy which is in accordance with the CIS Code of Ethics.	F4i. There is a clearly defined policy and procedures statement for staff recruitment and retention in accordance with the CIS Code of Ethics which is widely understood by current and prospective staff. As a direct result, staff turnover does not affect teaching and learning.	F4i. How is the CIS Code of Ethics used and contextualised in the school? F4ii. Is there an ethically sound policy and procedures for the recruitment and retention of staff and how widely is it understood by all members of the school community? F4iii. How is succession planned and managed for the sustainable development of the school?
F5. The appraisal/performance management system is defined and implemented for all faculty and staff, based on pre-determined, explicit criteria and supported by a programme of professional development and/or training which is linked to	F5i. There is evidence of a faculty and staff performance evaluation process.	F5i. There is a written performance evaluation policy and many faculty and staff have entered into this process.	F5i. All faculty and staff understand the performance evaluation policy and procedures and are entered in the process. There are clear links between performance evaluation, the school's priorities and CPD.	F5i. How effectively does performance evaluation inform the continuous development of the school as well as the individual? To what extent is the process continuous?

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
appraisal outcomes and other school priorities for students' learning.				
F6. Written policies and guidelines establish expectations for the performance of all staff-faculty and support staff - which are applied consistently.	F6i. All staff receive clear documentation outlining their roles and responsibilities.	F6i. All staff has individual job descriptions. Personnel are identified as responsible for ensuring the job descriptions are understood.	F6i. As well as job descriptions, there is associated documentation (such as a Staff Handbook) to ensure expectations for all staff are understood and applied consistently and widely disseminated.	F6i. How effectively are roles and responsibilities evolving dynamically in relation to changing needs and circumstances? F6ii. To what extent are students involved in evaluating staff roles and responsibilities?
F7. All staff is employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.	F7i. All staff have contracts (or the equivalent local document).	F7i. All staff has contracts (or the equivalent local document). F7ii. Salaries and benefits are in line with expectations for the position and the local context.	F7i. All staff has contracts (or the equivalent local document which is translated into the employee's home language). F7ii. Salaries and benefits are outlined for all staff in an open and transparent manner, and relate to a published scale. F7iii. Contracts, salaries and benefits are clearly understood by all employees.	F7i. How effective is the placement of any staff member with respect to their qualifications, experience and duties undertaken at school? F7ii. How creative is staff deployment relative to the changing needs and circumstances of the students?

4.7 Domain G: Premises and Physical Accommodation

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
G1. The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school.	G1i. Physical facilities, teaching and learning spaces and equipment are well maintained. G1ii. Due regard is given to providing a safe and secure environment for all users.	G1i. Physical facilities, teaching and learning spaces and equipment are, well maintained and adequately support the school's mission and fully sustain the learning programmes. G1ii. Due regard is given to building and facility design, layout, designation and use to ensure best practice in child safety and protection.	G1i. Physical facilities, teaching and learning spaces and equipment are well maintained and fully support the school's mission and sustain the learning programmes. G1ii. Policies and practices are in place related to building and facility design, layout, designation and use to ensure best practice in child safety and protection.	G1i. How well does the school ensure that the continual improvement of school premises, physical accommodation, infrastructure, equipment and safety is informed by research into best practice? G1ii. To what extent is the school's future planning considering innovative learning practices, internationally-defined rather than defined by the school itself?
G2. The technology infrastructure and data systems support the school's teaching, learning and managerial needs.	G2i. Information and Communication Technology provision is planned and appropriately funded, effectively supports and enhances the learning programmes and supports the management and operational functions of the school.	G2i. Information and Communication Technology provision is planned and appropriately funded, integrates successfully with the provision of other media and print resources to support and enhance the learning programmes and sustains the management and operational functions of the school.	G2i. Information and Communication Technology provision is evidenced in a Board approved Technology Plan, effectively supports and integrates successfully with the provision of other media and print resources to enhance all learning programmes, including personalised learning programmes, and sustains the management and	G2i. How does the school actively engage in research and development to explore the use of new technologies in enhancing students' learning? G2ii. How is technology provision embedded in whole school strategic development focused on students, their learning, well-being and achievements?

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
			operational functions of the school.	
<p>G3. The school provides or arranges for auxiliary services as required to support its mission and the education programmes offered, and ensures that such services meet acceptable standards of safety, efficiency and comfort.</p>	<p>G3i. The school uses a range of auxiliary services to ensure maintenance, cleanliness, security, food services and transportation.</p>	<p>G3i. The school uses and monitors the effectiveness of auxiliary services to ensure maintenance, cleanliness, security, food services and transportation are of a high quality and are aligned to the school's Guiding Statements.</p> <p>G3ii. The school has in place policies and formal procedures for conducting criminal record checks on all auxiliary staff, contractors and volunteers.</p>	<p>G3i. The school uses and monitors the effectiveness of auxiliary services to ensure maintenance, cleanliness, security, food services and transportation are high quality, meet the expectations of the school community and are aligned to the school's mission and Guiding Statements.</p> <p>G3ii. The providers of auxiliary services are cognizant of the requirements to support the school's Guiding Statements and provide formal staff training and professional development to improve services.</p> <p>G3iii. The school has in place policies and formal procedures for conducting criminal record checks on all auxiliary staff, contractors and volunteers. These child protection policies and practices are</p>	<p>G3i. How does the school engage in improving the quality of its auxiliary services, by conducting research to identify industry -best practice?</p> <p>G3ii. To what extent is policy and practice in child protection embedded?</p> <p>G3iii. How active are providers of auxiliary servicers in their efforts to provide culturally-appropriate, formal training and relevant professional development to their staff?</p>

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
			subject to regular review.	

4.8 Domain H: Community and Home Partnerships

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
H1. Effective communications foster a productive home-school partnership and a positive learning community.	H1i. The school communicates regularly and systematically with parents and guardians to explain the mission of the school, its operations and the education provided to each individual child enrolled.	H1i. The school actively seeks out parents' views in relation to their views on the school and the education it provides to the students, and takes these views seriously.	H1i. The quality of communications between school and home enhance the education received by the students and take place in accordance with the mission, aims and values of the school. This includes inducting parents new to the school community.	H1i. How does the school know that parents understand and subscribe to the mission, aims and values? And how does this benefit the students?
H2. The school establishes partnerships and networks with other schools, locally and beyond the country to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.	H2i. The school is outward-looking in planning to form partnerships to enrich the students' learning.	H2i. Partnerships, including with parents, are in place. Parents are actively involved in the life of the school in ways which benefit the students and their learning. H2ii. External partnerships are in place to enrich students' learning and their opportunities.	H2i. The school has dedicated staff to manage parental communications and relationships. H2ii. Systems are in place to facilitate home-school relationships through the appropriate use of technology and digital resources. H2iii. External partnerships enrich and deepen students' learning,	H2i. How well does the school know the cultural context of the parents and how effectively is this considered in appropriate methods and styles of communication?

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
			including service learning.	

4.9 Domain I: Boarding/Homestay/Residential

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
I1. The school's Guiding Statements support Boarding / homestay / residential services and serve the well-being of all boarding students and staff.	I1i. A statement of the school's boarding/homestay principles and practice, related to the Guiding Statements, is available to constituents, is made known to boarders, and is seen to work in practice.	I1i. The Guiding Statements of the school embrace the needs of boarding and homestay students, and are regularly reviewed with the needs of these students being considered.	I1i. The statement of principles of Boarding and Homestay is reviewed to ensure its relevance to the school's Guiding Statements and to the needs of the boarding/homestay students.	I1i. How will the statement of principles be developed to reflect the changing needs and circumstances of boarding/homestay students?
I2. The induction and support of boarding and homestay students enables these students to be secure in their learning.	I2i. There is an appropriate process of induction and guidance for new boarders and a documented support programme in place for all residential students.	I2i. The Guidance Programme is planned and is reviewed, taking into account the needs of the students concerned. I2ii. Each residential student has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem.	I2i. The induction and support programme matches the welfare and the learning needs of the students and the students are involved in giving feedback on its implementation. I2ii. Students are able to grow in independence, make responsible decisions and sensible choices as they mature.	I2i. How will the school enrich the quality of its support for residential students? I2ii. Is the school able to involve persons, other than a parent, outside the staff, and those responsible for the leadership and governance of the school, whom students may contact directly about personal

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
				problems or concerns?
I3. The school provides welfare support to boarders, including medical treatment and first aid, care of sick students/staff, the management of health and personal problems, and crisis management.	I3i. The school has appropriate policies for the care of residential students who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted.	I3i. Policies are implemented effectively to support students' welfare, mental health and physical health and wellbeing.	I3i. In addition to effective policies and procedures, suitable accommodation, suitably staffed, including toilet and washing facilities, is provided in order to cater for the needs of residential students who are sick or injured. Such students also have access to 24 hour care, local medical, dental, optometric and other specialist services or provision as necessary.	I3i. How are the rights of the child respected in managing health and personal problems for the student? I3ii. How are crises prepared for, scenarios rehearsed and risk managed for residential students?
I4. The school has established systematic and effective arrangements for communicating with parents and care-givers.	I4i. The school has communication systems in place for communicating with parents and care-givers.	I4i. Communications systems and procedures are effective and use technology and digital resources that is best fit for purpose.	I4i. All constituent groups report effective communication systems. I4ii. Residential students are able to contact their parents/care-givers and families in private and the school facilitates this, as necessary.	I4i. How does the school operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by residential students?
I5. Boarding accommodation is suitable for the number, gender(s) and needs of the	I5i. The accommodation for residential students, including homestay meet	I5i. Accommodation is suitably furnished and of sufficient size for the number,	I5i. The sleeping accommodation is well organised and managed with risk assessments	I5i. How is the school evaluating the quality of accommodation provided for residential

Standard	Membership Stage	Preparatory Stage	Team Visit Stage	Future Aspirations
enrolled students.	<p>the school's stated criteria and standards and support the students' well-being.</p> <p>I5ii. The accommodation is suitable for the number, age-ranger and gender mix of the student body.</p>	<p>needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults.</p> <p>I5ii. Bedding is clean and suitable, and is sufficiently warm/cool for the climatic conditions.</p>	<p>undertaken and findings acted upon to reduce risk for all students.</p> <p>I5ii. Gender separation is practised for those over 8 years of age.</p> <p>I5iii. Suitable toilet and washing facilities are accessible from the sleeping accommodation and give appropriate privacy.</p> <p>I5iv. The living accommodation provided is organised for private study outside school hours and for social purposes.</p> <p>I5v. The accommodation provided is appropriately lit, heated, cooled and ventilated, cleaned and maintained.</p> <p>I5vi. Reasonable accommodations are made for any students with restricted mobility.</p>	<p>students, against the school's Guiding Statements, values and with respect to the students' cultural contexts?</p>
I6. The number, quality and suitability of staff meets the needs of the students and staff supervision.	I6i. There are sufficient experienced and suitably qualified staff to meet the needs of residential students.	I6i. Any staff member or volunteer employed or volunteering in a position working with students has a job description	I6i. Students are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.	I6i. How are staff development needs for the specific requirements of residential students being

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	I6ii. Any role of spouses, partners and/or other adult members of staff households within residences is made clear.	reflecting their duties, has opportunities for training and continual professional development in residential work.	<p>I6ii. Staff know the whereabouts of students in their charge at all times.</p> <p>I6iii. Staff know and implement the school's policy in relation to residential students going missing and their role in implementing that policy.</p> <p>I6iv. There is at least one adult member of staff sleeping in each residence at night, responsible for the boarders in the house.</p>	addressed and evaluated?
I7. There is a range of safe and varied leisure and free time activities that match the needs of boarding and homestay students.	I7i. There is a range of safe and varied leisure and free time activities that match the needs of boarding and homestay students.	I7i. The programme of leisure and free time activities undertaken by each student is monitored for breadth and balance.	<p>I7i. Students have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where they can be alone if they wish.</p> <p>I7ii. Students have access to information about events/issues in the world, are able to develop as global citizens. They have access to local facilities which are appropriate to</p>	I7i. How are residential students being encouraged to develop independence and responsibility as globally-responsible and active citizens?



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			their age and cultures.	