

# THE CIS MEMBERSHIP AND ACCREDITATION SCHOOL IMPROVEMENT CONTINUUM

(CIS School Membership, Candidate for Accreditation and Accredited Status Requirements)

Membership	Candidate for Accreditation	Accredited Status
<p>The ideal candidate for CIS Membership will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>demonstrate commitment to the CIS Guidelines for Ethical Practice.</li> <li>demonstrate commitment to developing international citizenship amongst its community.</li> <li>demonstrate commitment to continuous and sustainable school improvement.</li> </ul> <p><b>Possible Evidence:</b> Governing Body minutes, policy manual, staff handbook including school grievance policy, staff recruiting guidelines and practices, employment contracts, the admissions policy and enrolment policies and other documentation aligned with the CIS Guidelines for Ethical Practice (<a href="http://www.cois.org/SchoolCodeofEthics">www.cois.org/SchoolCodeofEthics</a>)</p> <p>Examples of how the school develops international citizenship through the curriculum and extracurricular activities.</p> <p>Policies and staffing plans that reflect a commitment to recruit and retain staff that model international perspectives and bring international experiences to the students' learning environment.</p>	<p>In addition to the areas outlined for Membership, the ideal Candidate for Accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>demonstrate commitment to the CIS Guidelines for Ethical Practice.</li> <li>demonstrate a strong commitment to continuous, sustainable school improvement through a ten year accreditation cycle which involves and is embraced by the whole school community.</li> <li>demonstrate a strong commitment to developing international citizenship through the application and implementation of the school's guiding statements (mission, vision, aims and values), in all aspects of school life.</li> <li>demonstrate that there is sufficient English language competency amongst community members for the school to benefit from the accreditation process as a driver for continuous improvement.</li> </ul> <p><b>Possible Evidence:</b> The school's Strategic Plan and the school's annual Development Plan, Governing Body meeting minutes, copy of the school's Guiding Statements, curricular and extra-curricular examples of how the school helps students develop international citizenship, an analysis of</p>	<p>In addition to the areas mentioned under Membership and Candidate for Accreditation, a school that is well prepared for full accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>demonstrate commitment to the CIS Guidelines for Ethical Practice.</li> <li>demonstrate commitment to continuous, sustainable school improvement by creating a high quality self-study that relates to the school's guiding statements and its development and addressing some of the issues arising from the self-study prior to the visit.</li> <li>demonstrate a high level of community participation, consultation and overall involvement in the development of the self-study.</li> <li>demonstrate the capacity to address school development needs through creating realistic and comprehensive plans for improvement in Part Three.</li> <li>demonstrate the ability to analyse the school's programmes and operations from the perspective of their impact on students' learning, their standards of achievement and their well-being.</li> </ul>

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<p>Information about the school’s involvement in other evaluation or authorisation processes.</p> <p><i>Prima facie</i> evidence Interviews with parents, teachers and students that suggests that the school subscribes to the CIS Guidelines for Ethical Practice and it is committed to continuous school improvement.</p>	<p>the community’s competency in English and develop support structures, if necessary, to support community members access the process.</p> <p><i>Prima facie</i> evidence (e.g. through interviews with various sectors of the school community) that there is strong commitment to evaluation and accreditation and that the purpose, process and consequences of accreditation, in terms of school improvement, are broadly understood and accepted by all sectors of the school community.</p>	<p><b>Possible Evidence:</b></p> <p>Action taken on issues arising from the self-study is reflected in Part One or Part Three of the self-study.</p> <p><i>Prima facie</i> evidence through team visitor interviews with various sectors of the community that highlight progress/school improvement made since beginning the self-study and that illustrate the extent to which parents, students Governing Body and staff were involved in the self-study process.</p> <p>Analysis within the self-study demonstrates a strong focus on standards of achievement, the quality of teaching, students’ learning and well-being, and the quality of governance on the one hand, and leadership and management on the other.</p> <p>Well-constructed Part Three action plans and carefully thought through proposals for action within committee reports expressed in terms of their impact on student learning and well-being.</p>

Membership	Candidate for Accreditation	Accredited Status
Section A: Guiding Statements	Section A: Guiding Statements	Section A: Guiding Statements
<p>The ideal candidate for CIS Membership will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• have a clear statement of mission, vision and educational objectives which are suitable for the enrolled student body.</li> <li>• have a mission statement which commits the school to providing international and inter-cultural experiences for its students.</li> </ul> <p><b>Possible Evidence:</b> Governing Body’s minutes, copies of the mission, vision and objectives.</p> <p>Information about school activities, experiences and educational staff that develop international citizenship.</p>	<p>In addition to the areas outlined for Membership, the ideal Candidate for Accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• have a clearly formulated mission, vision and set of educational objectives broadly understood and accepted and created using input from the broad school community.</li> <li>• demonstrate the school’s commitment to intercultural and international understanding through its curricular and extra- curricular programmes and staffing plans.</li> <li>• have an agreed and shared admissions policy which ensures there is a reasonable match between the school’s programmes and the students admitted to the school.</li> </ul> <p><b>Possible Evidence:</b> School’s mission, vision and educational objectives, student, staff and parent handbooks, references to the website, policy statements, school brochure or prospectus, school admissions policy and information, policies and procedures in departments/phases of school to demonstrate they have roots in the school’s mission.</p> <p>Evidence (e.g. through interviews with various sectors) that the mission, vision and goals are broadly understood, accepted and applied and</p>	<p>In addition to the areas mentioned under Membership and Candidate for Accreditation, a school that is well prepared for full accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• have developed a monitoring system to ensure that its mission, vision and educational objectives are supported, drive decision-making, action and planning and are successfully implemented.</li> <li>• undertake data-driven reviews of its guiding statements and their implementation.</li> <li>• have firmly embedded the concepts of internationalism/interculturalism through its curriculum, extra-curricular activities, school ethos, service programmes, leadership programmes and support of home languages and second language development</li> <li>• have implemented comprehensive admissions procedures to ensure that there is alignment between its students’ needs and the school’s programmes.</li> <li>• ensure that its promotional documentation projects an accurate view of the school’s value system and its programmes.</li> </ul> <p><b>Possible Evidence:</b> Copies of the system for monitoring and</p>

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<b>Section A: Guiding Statements</b>	<b>Section A: Guiding Statements</b>	<b>Section A: Guiding Statements</b>
	that the admissions policy is adhered to.	<p>evaluating the effectiveness of the implementation of the school's guiding statements, the guiding statements review policy and procedures, admissions procedures and admissions testing tools, copies of promotional documents, examples of a wide range of programmes and activities which support internationalism.</p> <p>Evidence through research and interviews to support the above mentioned documents and systems.</p>

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<p align="center"><b>Section B: Teaching and Learning</b></p>	<p align="center"><b>Section B: Teaching and Learning</b></p>	<p align="center"><b>Section B: Teaching and Learning</b></p>
<p>The ideal candidate for CIS Membership will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• have curricular programmes which are designed and implemented in a manner that puts the school’s guiding statements into practice; including the school’s commitment to global citizenship.</li> <li>• have curricular programmes which are well organised, documented and support teaching and learning strategies that are in line with the school’s ethos.</li> <li>• ensure that teaching and learning are adequately resourced in terms of staff that promote international perspectives, facilities, infrastructure and support materials.</li> <li>• provide opportunities for students to learn a second language.</li> <li>• demonstrate commitment to staff professional development.</li> <li>• have procedures and criteria to assess student performance and the impact of teaching on learning.</li> <li>• have processes implemented to record, analyse and report individual student performance to parents.</li> </ul> <p><b>Possible Evidence:</b> Curriculum documentation including examples of</p>	<p>In addition to the areas outlined for Membership, the ideal Candidate for Accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• be able to articulate how its chosen programme offers a broad range of disciplines and supports the school’s guiding statements.</li> <li>• be able to demonstrate that there is alignment between the written and taught curriculum.</li> <li>• demonstrate that the curriculum provides for the needs of students enrolled in the school.</li> <li>• provide opportunities for students to learn a second language and encourage maintenance of students’ home language.</li> <li>• demonstrate that there is a reasonable level of vertical and horizontal articulation within the curriculum.</li> <li>• provide evidence that the school makes use of the host culture as well as the diversity within the school community to enhance student learning experiences.</li> <li>• provide evidence that the school’s professional development provision is relevant to the school’s development needs.</li> <li>• demonstrate that teachers use a range of teaching methods to support the diverse needs of the learners enrolled in the school.</li> </ul>	<p>In addition to the areas mentioned under Membership and Candidate for Accreditation, a school that is well prepared for full accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• demonstrate that the school has a clearly articulated vision of quality learning and that the content, design, implementation, review of the curriculum and curricular policies support that vision.</li> <li>• demonstrate that there is alignment between the written and taught curriculum and student learning.</li> <li>• provide evidence that students are offered quality second language programmes and that the school encourages maintenance of students’ home language.</li> <li>• provide evidence that teaching and learning supports students to think critically and to develop skills in gathering, organising, presenting, applying ideas, accessing and evaluating information and information literacy.</li> <li>• provide evidence that there is a good level of horizontal and vertical curriculum articulation supported by appropriate curriculum documentation.</li> </ul>

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<p>how global citizenship is embedded into the curriculum, details of reporting procedures, on-line and blended learning programmes, assessment details, details of the school's professional development programme.</p> <p>Membership in local and international regional organisations that provide professional development and support networks of schools and other organisations.</p> <p>Membership in local, regional and international organisations that provide international experiences for students.</p> <p><i>Prima facie</i> evidence through observation and interviews with teachers, parents, students and administrators that the school is adequately resourced.</p>	<ul style="list-style-type: none"> <li>• provide evidence that resources such as the library, information technology, space, support staff, equipment and teacher expertise support students' access to teaching and learning.</li> <li>• demonstrate that the school has begun to develop formal procedures and defined criteria to assess students' performance and use these data to improve teaching and students' learning.</li> <li>• demonstrate that the school has a procedure in place to review, evaluate and modify the curriculum.</li> <li>• provide evidence that the school is developing systems to gather data about past and current students' achievements as well as school-wide performance and to use these data to measure success in implementing school goals.</li> </ul> <p><b>Possible Evidence:</b>  Details of how the curriculum is structured and reviewed, the school monitors curriculum articulation, the curriculum delivery is monitored and supported, the host culture and school community's diversity is used. Information about how professional development is planned, details of library, information technology, online learning programmes, equipment and human resource</p>	<ul style="list-style-type: none"> <li>• demonstrate that the school has developed an appropriate curriculum management structure to support the ongoing development of the curriculum and that this structure provides for collaboration, debate, mentoring and coaching amongst teachers.</li> <li>• provide evidence that professional development planning is driven by learner needs and is informed by student achievement results, data from the appraisal system and school development goals.</li> <li>• provide evidence of how teachers enhance student learning by considering student needs and aligning those needs with appropriate teaching methodology.</li> <li>• demonstrate that the school has well defined procedures and varied methods and criteria to assess student performance and to use these data to improve teaching and student learning.</li> <li>• demonstrate that the school community understands the school's expected learner outcomes and that there is a tight correlation between those outcomes and what is assessed.</li> <li>• demonstrate that the school has systems in place to benchmark students' performance with the performance of students in like</li> </ul>
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Section B: Teaching and Learning	Section B: Teaching and Learning	Section B: Teaching and Learning
	<p>allocation. Details of how assessment is used in the school, the school gathers and uses data about student performance.</p> <p>Evidence through interviews with teachers, specialist staff and students and short classroom and facilities observations that a range of teaching methodology is used, that sufficient resources are in place to support teaching and learning and that school documentation and actual school practice are aligned.</p>	<p>schools and to use data gathered to improve student learning.</p> <ul style="list-style-type: none"> <li>• provide evidence that the curriculum review process is informed by current educational practice and is undertaken in a spirit of collaboration, encouraged innovation, and is monitored by appropriate assessment techniques.</li> <li>• demonstrate that developed systems are in place to track, analyse and report students' performance and to use these data formatively to support students' achievement and parents' involvement in the support of students' learning.</li> <li>• demonstrate that systems are in place to gather data from past students and to use the data in measuring the effectiveness of school programmes.</li> </ul> <p><b>Possible Evidence:</b> Curricular policies, full curriculum documentation, details of the school's curriculum leadership and management structure, policies and procedures, comprehensive details about how assessment of/for and as learning is developed and used, details of the school's curriculum review process, details of systems used to track students' performance and how this information is used, examples of learning activities which demonstrate</p>

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		<p>how students develop ‘higher order skills’, details of how the school plans its professional development provision, details of external assessments undertaken by the school and how the data from the assessments are used, details of how the school gathers data from past students and how this information is used in the analysis of the school’s programmes, minutes of curriculum related meetings, on-line and blended learning programmes.</p> <p>Evidence (through in depth dialogue with faculty members and students) about the school’s definition of high quality learning, how assessment is used, how teachers align teaching methodology with the needs of the students, how teachers collaborate, coach and mentor one another, how curriculum review is undertaken and the extent to which innovation is encouraged. Classroom observations to determine if written documentation aligns with actual practice, examination of students’ work and discussions with students about their work. Dialogue with parents about their perceptions of the quality of learning and their involvement in the learning process.</p>



Membership	Candidate for Accreditation	Accredited Status
Section C: Leadership and Governance	Section C: Leadership and Governance	Section C: Leadership and Governance
<p>The ideal candidate for CIS Membership will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• has a Governing Body and School Leadership team which are constituted to provide the school with sound direction, continuity of leadership and effective support.</li> <li>• can provide evidence to demonstrate that the Governing Body and School Leadership team observe legal and ethical principles in all dealings with the school community.</li> <li>• demonstrate that the Governing Body maintains effective oversight of the school’s finances to ensure the long term stability of the school.</li> <li>• can provide evidence to demonstrate that the Head of School is suitably qualified, competent and experienced in education.</li> <li>• can provide evidence that the School Leadership Team and Staff, through their experiences, promote international perspectives.</li> <li>• can demonstrate that there is a co-operative and effective working relationship between the governing body and the head of school and that the roles, responsibilities and limitations of authority are documented in writing.</li> </ul>	<p>In addition to the areas outlined for Membership, the ideal Candidate for Accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• have a functioning Governing Body which understands the interdependent nature of its role, has made provision for continuity in the event of sudden change, and is focused on furthering the school’s guiding statements.</li> <li>• demonstrate that the Governing Body and the School Leadership have a positive track record of observing legal and ethical principles in all dealings with the school community.</li> <li>• demonstrate that the Governing Body maintains effective oversight of the school’s finances to ensure the long term stability of the school.</li> <li>• have a qualified and competent educational leader who provides leadership for the total school programme including responsibility for recruitment, selection, assignment, orientation, deployment and appraisal of administrators, teachers and support staff.</li> <li>• demonstrate that the school is committed to excellence and school improvement processes and is developing plans for short, medium and long term educational and financial improvement.</li> </ul>	<p>In addition to the areas mentioned under Membership and Candidate for Accreditation, a school that is well prepared for full accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• demonstrate that the Governing Body has developed orientation, regular training and board evaluation programmes to support the ongoing development of its members.</li> <li>• demonstrate that the Governing Body’s actions and decisions are focused on furthering the school’s mission, vision and educational objectives.</li> <li>• demonstrate that the Governing Body maintains effective oversight of the school’s finances to ensure the long term stability of the school.</li> <li>• show evidence that the Governing Body effectively measures the school’s success in implementing its guiding statements.</li> <li>• show evidence that the Governing Body engages in thoughtful recruitment, planned membership and inclusiveness.</li> <li>• show evidence that the Governing Body has implemented an effective system to evaluate the performance of the School Head.</li> <li>• demonstrate that the Governing Body and</li> </ul>

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<p align="center"><b>Section C: Leadership and Governance</b></p>	<p align="center"><b>Section C: Leadership and Governance</b></p>	<p align="center"><b>Section C: Leadership and Governance</b></p>
<ul style="list-style-type: none"> <li>• can demonstrate that the school’s operations and expectations for staff are guided by clear written policies and practices.</li> <li>• can provide evidence that the school plans its development in a manner that ensures ongoing school viability, quality programmes and accomplishment of the school’s guiding statements.</li> </ul> <p><b>Possible Evidence:</b> Board constitution or by laws, listing of Board members and their professional roles, organisation charts, Head of School and Leadership Team’s resumes and job descriptions, Board handbooks or manuals, professional development and recruiting plans.</p> <p><i>Prima facie</i> evidence through interviews with governors, senior leadership and members of the community that the governing body and school leadership understand their respective roles and provide effective leadership for the school.</p>	<ul style="list-style-type: none"> <li>• demonstrate that the school has sound organisational procedures, to include: <ul style="list-style-type: none"> <li>○ a Board policy manual</li> <li>○ an ethos of transparency</li> <li>○ an appraisal process for the Head of School</li> <li>○ procedures to support the financial stewardship role of the Board.</li> </ul> </li> </ul> <p><b>Possible Evidence:</b> Board policy manual, Board operations manual, school organisational chart, job descriptions for Board and senior leadership, details of Board and leadership training, school development plans, financial reports presented to the Board.</p> <p>Evidence from various sectors (e.g. through interviews) to show that the Board “governs” effectively, but does not attempt to “manage” the school.</p>	<p>school leadership operate in such a manner as to establish and sustain high morale and a positive learning environment.</p> <ul style="list-style-type: none"> <li>• provide evidence that school administrative structures effectively support school programmes and learner needs.</li> <li>• provide evidence that the Governing Body’s manner of operating ensures that important and strategic matters are given due time for debate and decision making.</li> <li>• provide evidence that the school community understands the school’s direction.</li> </ul> <p><b>Possible Evidence:</b> Board manual, minutes of meetings, copies of training, orientation and board appraisal documents, details of how the school measures the effectiveness of the implementation of its guiding statements, details of the system used to appraise the School Head’s performance, details of the operations of Board committees including the nominations committee, copies of the job scopes of positions of responsibility, copies of financial decisions taken by the Board, comprehensive organisation charts, copies of board agendas, school newsletters, etc. which outline the school’s direction.</p> <p>Evidence through interviews with members of the</p>

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<b>Section C: Leadership and Governance</b>	<b>Section C: Leadership and Governance</b>	<b>Section C: Leadership and Governance</b>
		community that demonstrate that positive school morale exists, that community members understand the school's plans and that official school documents, such as policies, reflect the reality of the school's operations.

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<p align="center"><b>Section D: Faculty and Support Staff</b></p>	<p align="center"><b>Section D: Faculty and Support Staff</b></p>	<p align="center"><b>Section D: Faculty and Support Staff</b></p>
<p>The ideal candidate for CIS Membership will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• have sufficient leadership, management, teaching and support staff that through their experiences can promote international perspectives, and with the qualifications and competencies and sound moral character to carry out satisfactorily the school’s mission, programmes, services and activities.</li> <li>• provide evidence that all staff are employed under clear written contracts and receive adequate compensation for their work.</li> <li>• have sound procedures to recruit, select, orient and support internationally-recruited teachers which ensure students’ protection and well-being.</li> <li>• demonstrate the school’s commitment to ongoing professional development.</li> </ul> <p><b>Possible Evidence</b> Staff profiles, written recruitment procedures and policies, staff contracts, salary scales, agendas for staff orientation meetings, staff professional development activities.</p> <p>Evidence from various sectors (e.g. through interviews) to show that reality is in line with written policies, evidence from various sectors</p>	<p>In addition to the areas outlined for Membership, the ideal Candidate for Accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• demonstrate through class size and effective recruitment and deployment practices that there is sufficient qualified, competent and appropriate school staff (leadership, management, instructional, and supporting) for the school’s programmes, and the learning needs of students.</li> <li>• provide evidence that recruitment practices and compensation packages enable the school to recruit and retain qualified, suitable and experienced staff.</li> <li>• provide evidence that there are appropriate guarantees for the employee of job security and appropriate avenues for appeal.</li> <li>• demonstrate the school’s commitment to ongoing professional development.</li> <li>• show that a performance management (appraisal) system is used to support Faculty and Support Staff professional development.</li> </ul> <p><b>Possible Evidence</b> Examples of a written contract for teachers, support staff and senior administrators, staff list with qualifications and length of service, current teaching allocation, student teacher ratios, school</p>	<p>In addition to the areas mentioned under Membership and Candidate for Accreditation, a school that is well prepared for full accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• demonstrate that systems are in place to analyse the extent to which class size, effective recruitment and deployment practices, the number, qualifications, competencies and character of school staff (leadership, management, support and instructional) successfully support the school’s programmes, the learning needs of students and the fulfillment of the school’s mission.</li> <li>• provide evidence that through thorough and effective recruitment practices that Faculty and Support Staff serve as role models of the values expressed in the school’s guiding statements, act professionally and ethically (hence ensuring student protection and well-being), endeavour to remain current with the content and pedagogy of their teaching area(s) and inspire excellence and student best efforts.</li> <li>• engage in sound and ethical recruitment practices and can demonstrate continuity of staff service.</li> <li>• have set clearly written policies and guidelines</li> </ul>

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<b>Section D: Faculty and Support Staff</b>	<b>Section D: Faculty and Support Staff</b>	<b>Section D: Faculty and Support Staff</b>
<p>(e.g. through interviews) to show that school staff morale is good and professional satisfaction is at an acceptably high level.</p>	<p>compensation guidelines, copies of the school’s policy for appeal and its grievance policy, evidence of professional development recently undertaken, copies of the teacher and support staff appraisal process and details of its implementation.</p> <p>Evidence from various sectors (e.g. through interviews) to show that reality is in line with written policies, evidence from various sectors (e.g. through interviews) to show that school staff morale is good and professional satisfaction is at an acceptably high level.</p>	<p>for staff performance which are conducive to creating an effective learning environment.</p> <ul style="list-style-type: none"> <li>• have a professional development system in place which is informed by data from the school’s appraisal system, school goals and other school priorities.</li> <li>• have an appraisal system in place for Faculty and Support Staff which encourages professional reflection, self-assessment and goal setting in support of student learning.</li> </ul> <p><b>Possible Evidence</b> Systems to analyse the effectiveness of recruitment practices, examples of personnel policies, descriptions of systems/data used in professional development planning, copies of the appraisal system for Faculty and Support Staff with examples of goal setting, and self-assessment.</p> <p>Evidence (e.g. parent, student interviews, surveys, testimonies) that demonstrate how staff inspire excellence and students to achieve to their full potential.</p>

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Section E: Access to Learning	Section E: Access to Learning	Section E: Access to Learning
<p>The ideal candidate for CIS Membership will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>offer language support, special education provision and guidance/counselling services commensurate with the needs and aspirations of the student body.</li> <li>have adequate health care provision, and ensure provision for emergencies on-site and at school functions which take place away from the school premises.</li> </ul> <p><b>Possible Evidence</b></p> <p>Data about support services, student learning results, health care policies, online learning programmes.</p> <p><i>Prima facie</i> evidence (e.g. through interviews with teachers and students) that adequate support is provided for students enrolled in the school.</p>	<p>In addition to the areas outlined for Membership, the ideal Candidate for Accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>provide evidence that there is an effective Language Support system (for the language of instruction), in place to support the needs of students enrolled in the school and that policies are being developed to support this service.</li> <li>provide evidence that there is an effective Special Needs Programme in place to support the needs of students enrolled in the school and that policies are being developed to support this service.</li> <li>provide evidence that there are effective counselling programmes in place to support the needs of students enrolled in the school and that policies are being developed to support this service.</li> <li>demonstrate that the school provides effective health care, and ensures provision for emergencies on-site and at school functions which take place away from the school premises.</li> <li>provide evidence that critical health care policies are in place and others are being developed.</li> </ul>	<p>In addition to the areas mentioned under Membership and Candidate for Accreditation, a school that is well prepared for full accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>demonstrate that it has effective processes in place to identify potential students' learning needs and the needs of students currently enrolled in the school.</li> <li>demonstrate that if students with learning needs (language, special needs) are enrolled in the school, that they are supported by a well-developed programme which is supported by comprehensive written documentation, well-developed procedures, data-informed decision making and qualified and experienced staff.</li> <li>demonstrate that it supports students' home language to the extent possible.</li> <li>demonstrate that academic, personal and post-secondary counseling services effectively support learners' current and future needs through well-established, well-documented, policies and procedures, data-informed decision making and qualified and experienced staff.</li> <li>provide evidence that the school's health care</li> </ul>

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Section E: Access to Learning	Section E: Access to Learning	Section E: Access to Learning
	<p><b>Possible Evidence</b> Written documentation pertaining to each service provided by the school, details of the school's health services, examples of student records, student services policies, online learning programmes.</p> <p>Evidence (e.g. through interviews and initial, brief classroom observations) that the reality of support for students corresponds to their needs and to written documentation.</p>	<p>services provide effective service both in school and at external school functions and the service is supported by well-developed and written processes and qualified staff.</p> <ul style="list-style-type: none"> <li>provide evidence that the school's health service provides the school community with support and information about local and global health issues, healthy living and in doing so, supports the school community's well-being.</li> </ul> <p><b>Possible Evidence</b> Written student services policies and procedures, examples of data used, online learning programmes, handbooks, information booklets, agendas from meetings, parent information evenings.</p> <p>Evidence (through parent, student and teacher interviews) which attest to the quality of services and their alignment with written documentation.</p>

Membership	Candidate for Accreditation	Accredited Status
<p align="center"><b>Section F: School Culture and Partnerships for Learning</b></p>	<p align="center"><b>Section F: School Culture and Partnerships for Learning</b></p>	<p align="center"><b>Section F: School Culture and Partnerships for Learning</b></p>
<p>The ideal candidate for CIS Membership will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• have a school climate characterised by fairness, trust and mutual respect.</li> <li>• provide evidence that there are proactive child protection and anti-harassment policies and procedures in place or that these are being developed to support this service.</li> <li>• have processes for the interchange of information and opinions with students and parents which foster a good home- school partnership.</li> <li>• offer extra-curricular activities which complement the school’s curriculum, support its mission and develop international perspectives.</li> </ul> <p><u>For Boarding schools</u></p> <ul style="list-style-type: none"> <li>• provide evidence that boarding services serve the well-being of all students and staff and support the school’s guiding statements</li> </ul> <p><b>Possible Evidence</b> Handbooks, activities schedules, communication policies <i>Prima facie</i> evidence from interviews with parents, students and staff.</p>	<p>In addition to the areas outlined for Membership, the ideal Candidate for Accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• have a positive school climate which understands and appreciates diversity and is supportive of learners and their needs.</li> <li>• provide evidence that there are proactive child protection and anti-harassment policies and procedures in place.</li> <li>• demonstrate that the school has effective processes for the interchange of information and opinions with students and parents which contribute to a positive learning community.</li> <li>• provide evidence that the overall programme, (curricular and extra-curricular) provides students with all that is needed in the interests of general student development.</li> </ul> <p><u>For Boarding Schools</u></p> <ul style="list-style-type: none"> <li>• demonstrate that boarding life supports the school’s Guiding Statements, is fully supportive of the needs of boarding students and basic operational procedures and policies are understood by the boarding community.</li> </ul> <p><b>Possible Evidence</b> List of extra-curricular activities, parent and student handbooks, boarding handbooks.</p>	<p>In addition to the areas mentioned under Membership and Candidate for Accreditation, a school that is well prepared for full accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>• have systems in place to monitor that the school’s climate and culture remain supportive of student learning and well-being.</li> <li>• demonstrate that the school has developed a climate of shared responsibility for student social and emotional well-being (including proactive child protection and other anti-harassment procedures).</li> <li>• have written documentation which outlines expectations for student behavior and the consequences of non-compliance.</li> <li>• have formalised and well-understood processes which promote meaningful interchange of opinions among all sectors of the community and across all sectors of the school.</li> <li>• create learning opportunities through the use of the skills of the school community and by building partnerships with organisations external to the school.</li> <li>• foster parent partnerships for learning by</li> </ul>



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<p><u>Boarding Schools only</u> Boarding services handbooks, daily schedules. <i>Prima facie</i> evidence from boarding students and staff</p>	<p>Evidence (e.g. through interviews and on-site observations) that processes for the exchange of information and opinions work effectively in practice.</p> <p><u>Boarding schools only</u> Copies of boarding service documents, policies and procedures.</p> <p>Evidence (e.g. through interviews and on-site observations) that residential services do operate in the best interest of boarding staff and students.</p>	<p>assisting parents to strengthen their understanding of the school’s programmes, aims and teaching approaches.</p> <ul style="list-style-type: none"> <li>offer broad, regularly evaluated extracurricular programmes which complement the formal curriculum, develop international citizenship, foster engagement with the local community, encourage community service, develop students’ leadership, raise awareness of environmental issues and support the school’s mission.</li> </ul> <p><u>For Boarding Schools</u></p> <ul style="list-style-type: none"> <li>offer well-developed boarding services which are sensitive to the diversity of the boarding students and are supported by: comprehensive written documentation, well-understood procedures, including health and safety procedures, experienced boarding staff with the appropriate skills and character for boarding life, culturally appropriate activities, and effective communication channels.</li> <li>monitor the well-being of students that are privately boarded.</li> </ul> <p><b>Possible Evidence</b> Student, staff and parent handbooks, policies and procedures for effective communication and</p>

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		<p>student behaviour, details of the school’s extra/co- curricular programme, details of how the school evaluates the effectiveness of its activities and programmes, details of parent information sessions, collaborations with organisations external to the school.</p> <p>Evidence (through observation and interviews with parents, students and other members of the community) that the school’s culture and climate promote a positive learning environment and that school documents reflect school practice.</p> <p><u>Boarding Schools only</u> Boarding handbooks, details of schedules, policies, health and safety policies and procedures, methods of communication with parents, students and teachers, details of services offered. Details of how boarding staff are selected. Details of systems used to monitor the well-being of students privately boarded. Details of how host families are monitored and chosen.</p> <p>Evidence (through interviews with boarding students and parents of boarders) that the school does offer a nurturing environment for students living away from home. Interviews with students privately boarded which demonstrate that the school monitors their well-being.</p>

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<p>The ideal candidate for CIS Membership will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>provide evidence that the school’s finances are well managed and capable of supporting the school’s mission and the school’s programmes.</li> <li>provide evidence that “auxiliary” services, if provided, (food, security, transportation, cleaning, etc.) meet acceptable standards of safety and quality.</li> <li>provide evidence that the school meets the safety requirements of the local authorities, as well as those required by CIS where necessary.</li> <li>provide evidence that school grounds, buildings, installations, basic furnishings and equipment are adequate for effective support of the total school programme and its mission.</li> </ul> <p><b>Possible Evidence</b> Copies of the school’s financial statements including balance sheets, audited accounts, budget, details of the school’s auxiliary services, insurance policy digest, copies of safety inspections, copies of evacuation routes and procedures.</p>	<p>In addition to the areas outlined for Membership, the ideal Candidate for Accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>demonstrate that the school’s finances are adequate for support of the school’s mission and programmes and that financial management practices reflect international best practice and are in compliance with local regulations.</li> <li>demonstrate that the school has begun to develop effective budgeting practices.</li> <li>demonstrate that the school provides or arranges for transportation, food, security, residence, or other services as required in support of its programme, and ensures that these services meet acceptable standards of health, safety and comfort, and are supported by appropriate documented service expectations.</li> <li>demonstrate that the school has effective emergency procedures in place (including those to ensure continuity of programme delivery) for fire, intruder on campus, terrorist attack or other possible emergencies such as earthquake, flooding, storms.</li> <li>demonstrate that the school grounds, buildings, boarding facilities, technical</li> </ul>	<p>In addition to the areas mentioned under Membership and Candidate for Accreditation, a school that is well prepared for full accreditation will:</p> <p><b>General Criteria</b></p> <ul style="list-style-type: none"> <li>demonstrate that financial review, budgeting, accounting practices and reporting systems support long term financial health and appropriate allocation of funding</li> <li>demonstrate that families in the school are given accurate, timely and clear information about school fees.</li> <li>demonstrate that the school is covered by comprehensive insurance.</li> <li>provide evidence that, where feasible, the school engages in culturally appropriate fundraising activities.</li> <li>demonstrate that effective systems are in place for maintenance, replacement of equipment and facilities improvement.</li> <li>demonstrate that teaching spaces and spaces for storage support the learning environment and are appropriate for the school’s programme.</li> <li>provide evidence that the school’s information technology infrastructure fully supports the school’s administrative functions</li> </ul>

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<p><i>Prima facie</i> evidence from observations on site and discussions with members of the community that facilities, auxiliary services and health and safety procedures are adequate to support the community’s well-being.</p>	<p>installations, basic furnishings, and supporting equipment meet local as well as international safety standards.</p> <ul style="list-style-type: none"> <li>demonstrate that the school grounds, buildings, technical installations, basic furnishings and supporting equipment including information technology are well maintained and appropriate to support the total school programme.</li> </ul> <p><b>Possible Evidence</b> Copies of the school’s financial documents- audited accounts, budget, internal control procedures, insurance policy digest, details of auxiliary services and contracts with external providers, copies of safety inspection reports, operating licenses, registration documents, maintenance cycles, emergency evacuation log books and procedures, copies of lock down and other emergency procedures.</p> <p>Evidence (e.g. through interviews and on-site observations) that physical facilities and “auxiliary” services meet required standards of safety and quality as well as delivering that which is promised in school documentation. Evidence through teacher and student interviews that suggest that the learning environment has enough equipment, appropriate space, furnishings to</p>	<p>as well as teaching and learning.</p> <ul style="list-style-type: none"> <li>demonstrate that the school is proactive in addressing health and safety concerns through the work of a health and safety committee.</li> <li>provide evidence that the school uses environmentally responsible practices.</li> <li>provide evidence that systems are in place for adequate supervision of services operated by outside contractors and these contracted suppliers are integrated into the life of the school.</li> <li>demonstrate that school trips are adequately planned and researched to provide for the welfare, security, and safety of students and accompanying adults.</li> </ul> <p><b>Possible Evidence</b> Copies of the school’s financial documents- the last three years’ externally-audited accounts, current school budget including any notional budgets for upcoming years, cash flow forecasts, operations manuals, the accreditation financial template, details of how financial duties are segregated, communications about fee structures, insurance policy digest, examples of fundraising activities undertaken, asset replacement cycles, maintenance cycles, information about the</p>

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	<p>support learner needs. Evidence through student, parent and teacher interviews that attest to the quality of auxiliary services.</p>	<p>school's information technology infrastructure and plans for its ongoing development, minutes of the health and safety committee's meetings and details of action undertaken, environmental policies, policies and service agreements or contracts governing contracted services, examples of student trip planning procedures and risk assessments undertaken.</p> <p>Evidence through visiting school facilities to determine the attention paid to health and safety and the adequacy of school facilities, equipment and furnishings, observation of services in action and interviews with members of the school community and service providers about the quality of services, school grounds, facilities and students' trip planning.</p>