



The CIS Membership and Accreditation Governance Continuum

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

The purpose of this continuum is to support schools in understanding the requirements of CIS Membership and Accreditation in relation to governance. The Standards and Indicators that relate to Governance and Leadership (Section C) in the 8th Edition Protocol are generic and may be used to reflect upon the effectiveness of any governance structure, irrespective of type.

In line with the above premise, rather than concentrating wholly on 'structure' the focus should be on 'outcomes' or 'how things work' in practice and the overriding concern should be whether the school's governance – in whatever form it exists – serves the best educational interests of the school community both current and future.

Noting the development that takes place in the period from an application for CIS Membership to the Preliminary Visit, CIS has staged but clear expectations of its member schools in relation to governance. These expectations are articulated in the continuum which follows but it can be logically assumed that where a school is unable to meet the minimum requirements / expectations at a particular stage in the accreditation process then further progression would be denied or delayed.

Consequently the overall degree of alignment should strengthen at each stage of the accreditation process so that by the time of the Team Visit a sound degree of alignment with the relevant Standards and Indicators must be evidenced by the Visiting Team.

Required at the Membership Visit Stage	Required at the Preliminary Visit Stage	Non-negotiable at the Team Visit
A suitably qualified Head of School (see Membership Criterion 12).	A suitably qualified Head of School.	A suitably qualified Head of School.
A Governance structure aligned to appropriate statutes and / or acts of incorporation.	A clearly defined Governance structure aligned to appropriate statutes and / or acts of incorporation.	A clearly defined and properly functioning Governance structure aligned to appropriate statutes and / or acts of incorporation.
Demonstrated Financial Sustainability of the Organisation.	Ongoing Financial Sustainability of the Organisation (see Standard C5).	Ongoing Financial Sustainability of the Organisation (see Standard C5).
Appropriate licence to operate as a school from the relevant authorities.	Appropriate licence to operate as a school from the relevant authorities.	Appropriate licence to operate as a school from the relevant authorities.
Demonstrated practice of observing legal and ethical practices (see Membership Criterion 11).	Demonstrated practice of observing legal and ethical practices.	Demonstrated practice of observing legal and ethical practices.
Board/ Owner understanding of the school's Guiding Statements.	Board/ Owner understanding of the school's Guiding Statements.	Board/ Owner understanding of the school's Guiding Statements.
Evidence of appropriate record keeping e.g. minutes, agendas.	Established practice of record keeping e.g. minutes, agendas.	Established and systematic record keeping e.g. minutes, agendas.
Finances are audited on an annual basis.	Finances are audited on an annual basis (see Standard G1).	Finances are audited on an annual basis (see Standard G1).
	Clear and well understood structures and lines of reporting to distinguish between Governance and Leadership functions (see Standard C2).	Clear and well understood structures and lines of reporting to distinguish between Governance and Leadership functions including common understandings about roles, responsibilities and lines of authority (see Standard C2).
	A precise organisational chart that articulates organisational relationships and lines of reporting.	A precise organisational chart that articulates organisational relationships and lines of reporting.
	Complete set of relevant position descriptions.	Complete set of relevant position descriptions and reflected in actual practice.

	A functioning Board or Advisory Board with appropriate educational expertise.	A functioning and well established Board or Advisory Board with appropriate educational expertise.
	A Board Policy Manual in the process of development or completed including formal policies and procedures related to Governance and Management functions (see Standard C4). A precise policy related to Conflicts of Interest.	A Board Policy Manual has been completed including formal policies and procedures related to Governance and Management functions (see Standard C4). A precise policy related to Conflicts of Interest.
	Evaluation for the Head of School implemented (see Standard C4).	Evaluation for the Head of School implemented, reviewed and embedded in practice.
	Evidence that the Head has complete responsibility for the approved academic budget.	The Head has complete responsibility for the approved academic budget and this is embedded in practice.
	The Board is engaged in whole school development and strategic financial planning.	The Board has completed and implemented a whole school development plan underpinned by detailed financial plans.