



**COUNCIL OF INTERNATIONAL SCHOOLS (CIS)
SCHOOL IMPROVEMENT THROUGH ACCREDITATION**

**STANDARDS FOR ACCREDITATION
8TH EDITION (Version 8.1)**

SECTION A: SCHOOL GUIDING STATEMENTS

Note: The term “governing body” includes any school ownership structure.

STANDARD A1

The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school’s chosen nomenclature and format) for students.

STANDARD A2

The school’s Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.

STANDARD A3

The school’s Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.

STANDARD A4

The school’s admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programmes, and the students admitted to and remaining at the school.

SECTION B: TEACHING & LEARNING

STANDARD B1

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.

STANDARD B2

Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.

STANDARD B3

Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

STANDARD B4

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

Full Accreditation documentation including a set of indicators for each standard and a comprehensive description of the process is available to CIS Member Schools upon request.

STANDARD B5

The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.

STANDARD B6

Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.

STANDARD B7

The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.

STANDARD B8

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

STANDARD B9

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

STANDARD B10

The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

SECTION C: GOVERNANCE & LEADERSHIP

Note: The term "governing body" includes any school ownership structure.

STANDARD C1

The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.

STANDARD C2

There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.

STANDARD C3

The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.

STANDARD C4

The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

STANDARD C5

The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.

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SECTION D: FACULTY & SUPPORT STAFF

STANDARD D1

The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.

STANDARD D2

Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.

STANDARD D3

All personnel shall be 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 location.

STANDARD D4

Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.

STANDARD D5

There shall be a clearly defined and implemented appraisal system for faculty and support 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 student learning.

SECTION E: ACCESS TO TEACHING & LEARNING

STANDARD E1

There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programmes.

STANDARD E2

Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programmes that are delivered by suitably qualified personnel.

STANDARD E3

Effective language support programmes shall assist learners to access the school's formal curriculum and other activities.

STANDARD E4

The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.

STANDARD E5

The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.

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SECTION F: SCHOOL CULTURE & PARTNERSHIPS FOR LEARNING

STANDARD F1

A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.

STANDARD F2

Effective communication processes shall foster a productive home-school partnership and a positive learning community.

STANDARD F3

The school shall offer effective programmes and activities which complement the formal curriculum in supporting the school's Guiding Statements.

STANDARD F4 (For Boarding Schools)

Boarding services effectively support the school's Guiding Statements, and serve the well-being of all boarding students and staff.

SECTION G: OPERATIONAL SYSTEMS

Note: The term "governing body" includes any school ownership structure.

STANDARD G1

The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school's programmes.

STANDARD G2

Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programmes required to put the school's Guiding Statements into practice.

STANDARD G3

The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.

STANDARD G4

The school shall provide or arrange for auxiliary services as required to support its declared objectives and programmes, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.

Full Accreditation documentation including a set of indicators for each standard and a comprehensive description of the process is available to CIS Member Schools upon request.