**Category D: School Culture and Environment**

D1. School Environment and Child Protection Criterion

The school has a safe, healthy, nurturing environment that reflects the school’s purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

**Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G, 2009]

Indicators with Prompts

Caring, Concern, High Expectations

**Indicator**: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

**Prompt**: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Student Self-Esteem

**Indicator**: The school fosters student self-esteem through high expectations for each student and recognition of successes.

**Prompt**: To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Collaborative Culture of Mutual Respect, Inquiry and Communication

**Indicator**: A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

**Prompt**: What evidence supports a collaborative culture of mutual respect, inquiry and effective cross-cultural communication among and between staff, students, and parents?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Teacher Support and Encouragement

**Indicator**: There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.

**Prompt**: How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Safe, Clean, and Orderly Environment**

**Indicator**: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**Prompt**: Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Child Protection**

**Indicator**: 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 behavior of children towards other children.

**Prompt**:*Evaluate the developed and adopted definition of child abuse to ensure it is appropriate.*

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Indicator:** The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

**Prompt***: Evaluate the effectiveness of the specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips, and student exchanges. Determine if these policies and practices are reviewed regularly.*

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Indicator**:The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

**Prompt**: *Evaluate the effectiveness of the scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.*

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Indicator**:The school has in place formal learning programs through the school experience related to child protection.

**Prompt**: *Review and evaluate the formal learning programs through the school experience related to child protection.*

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Indicator**: The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

**Prompt**:*Evaluate the effectiveness of the structured procedures for reporting suspected or disclosed maltreatment or abuse and formal policies identifying actions to be taken, including informing appropriate authorities.*

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Indicator**: The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

**Prompt**:*Evaluate if the school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.*

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

D2. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students.

**Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students’ educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

**Indicator**: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

**Prompt**: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Use of Community Resources

**Indicator**: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

**Prompt**: How effective is the school use of community resources to support students?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Parent/Community and Student Achievement**

**Indicator**: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co‑curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.

**Prompt**: Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. Evaluate the understanding level and involvement of parents in the focus on students demonstrating global competencies.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Additional Online Instruction Prompt**: Evaluate the school’s processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**ACS WASC Category D. School Culture and Environment: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

|  |
| --- |
| **Summary (including comments about the critical student learning needs)** |

Prioritize the areas of strength and growth for Category D.

|  |
| --- |
| **Category D: School Culture and Environment: Areas of Strength** |

|  |
| --- |
| **Category D: School Culture and Environment: Areas of Growth** |