

**MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS**



EXCELLENCE BY DESIGN

**A Report of the Visiting Team for Accreditation
by the Middle States Association of Colleges and Schools**

2020-2021 Blended Edition

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TABLE OF CONTENTS

	Page
Introduction	1
Organization for Growth and Improvement	
<i>Internal Coordinators</i>	
<i>The Planning Team</i>	
<i>Role of the School's Leadership and Governance</i>	
<i>The Plan for Institutionalizing a Planning Ethic</i>	
<i>The Plan for Communication and Awareness</i>	
<i>The Plan for Periodic Reviews</i>	
Profile of the School	
Profile of Student Performance	
The School's Foundation Documents	
<i>Mission</i>	
<i>Beliefs</i>	
<i>Profile of Graduates</i>	
Profile of Organizational Capacity	
<i>Mission Standard</i>	
<i>Governance and Leadership Standard</i>	
<i>School Improvement Planning Standard</i>	
<i>Finances Standard</i>	
<i>Facilities Standard</i>	
<i>School Organization and Staff Standard</i>	
<i>Health and Safety Standard</i>	

<i>Educational Program Standard</i>	
<i>Assessment and Evidence of Student Learning Standard</i>	
<i>Student Services Standard</i>	
<i>Student Life and Student Activities Standard</i>	
<i>Information Resources Standard</i>	
Plan for Growth and Improvement	
<i>Student Performance & Organizational Capacity Objectives and Action Plans</i>	
Accreditation Recommendation	
Next Steps	
Summary and Closure	
Visiting Team Roster	

INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. Additionally, the Association seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts through effective leadership, a comprehensive program of self-study, evaluation by peer educators external to the school, meeting the requirements for accreditation, exemplary programs, and supportive services. For more than 125 years, the Association has provided leadership in educational quality and school improvement for its member schools in the United States and around the world.

The school that is the subject of this report selected the *Excellence by Design (ExBD)* self-study and accreditation protocol. *ExBD* is an accreditation protocol that uses strategic planning as a vehicle for growth and improvement in student performance and in the school's capacity to effect that growth. The protocol, developed by the Middle States Association Commissions on Elementary and Secondary Schools (MSA-CES), links various planning and school growth and improvement efforts. *Excellence by Design* leads the school to establish objectives for improving student performance and organizational capacity based on its vision of a preferred future for its students. Therefore, *Excellence by Design* is a future-oriented and visionary process. In addition, the protocol provides for a *continuous* review of programs and services and of the results of student performance. It also allows diverse constituent groups to participate in charting the future of the institution.

The purpose of *Excellence by Design* is to provide a framework and process to guide the school's efforts to achieve excellence in student performance and to achieve accreditation by the Middle States Association.

Excellence by Design also provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that this framework will accomplish the following purposes:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

Most importantly, this framework intends to develop in the school community of stakeholders an understanding that the school is part of a larger community of learners and that this

community has agreed upon, supports, and accepts responsibility for assisting the school in achieving its Mission, Profile of Graduates, and Plan for Growth and Improvement in student performance and organizational capacity. This learning community understands that, by working together to articulate and align its efforts, it can achieve higher levels of excellence in student performance.

To be accredited through the *Excellence by Design* protocol, the school first must meet the 12 Middle States Association Standards for Accreditation. Second, the school, through a planning team of representatives from the school's community of stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. The plan must also include the school's mission and the beliefs or core values that guide its decision making.

The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is threefold. First, the Team determines whether the school meets the 12 Standards for Accreditation. Second, the Team determines if the school meets the requirements for a planning ethic and planning processes of the *Excellence by Design* protocol. Third, the Team reviews the content of the school's Plan for Growth and Improvement in student performance to determine the validity and clarity of the Plan together with the level of commitment to implementing the Plan and achieving its objectives expressed by the school's community of stakeholders.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

ORGANIZATION FOR GROWTH AND IMPROVEMENT

A sound planning ethic and planning process are every bit as critical to achieving a school's goals for growth in student performance and the school's capacity to effect that growth as is a plan rich in content. An effective planning ethic and process address the essential question: "Does the school have the capacity, the will, and the systematic structures required to implement its plan and achieve its goals?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of an organization's context and culture, it should be visionary in describing what an organization wants to become and pragmatic in specifying the steps to reach that goal. Successful planning for growth and change has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When an institution seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and maintaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its stakeholders do as much as providing programs, teaching, resources, services, and activities. A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and student performance objectives. It requires that all of its processes are vision-driven. And it requires that the school is action-oriented by developing long-term strategic action plans that integrate programs, services, facilities, and support to address the school's growth needs.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of student performance, but are striving constantly to improve that performance. The setting and striving to achieve challenging growth goals should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its goals based on the results received from implementing those plans. As part of the accreditation process, the school should review the results of its efforts at least annually and willingly open its processes and results to review by its peers in the Middle States Association.

It is also essential for the school to commit to involving its stakeholders in meaningful ways in the setting of goals, developing plans to achieve and measure those goals, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of the planning process and the Plan for Growth and Improvement by the entire community by ensuring broad based knowledge and understanding of and support for the goals and the plans to achieve them.

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

Leadership for Growth and Improvement

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school—in the school improvement process is to serve as the “champions” for developing a planning ethic and the growth and improvement process. Strategic planning experts have long held that champions are extremely important to the success of planning for growth and improvement in any organization. Because the a major goal of the self-study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

- the planning process is important for the future of the school and its students; and
- they will provide the leadership, resources, and support needed to make the process and the plan successful.

This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of its parent organization. They, too, must “champion the cause.”

It is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. However, in this role, the leaders should serve as “equals among equals” by serving on the Team as members with the same authority and influence as all other members of the Team. This is often a difficult role to take, because education organizations are typically organized as hierarchies, and the leaders are often expected to make the decisions in a “top down” manner. However, if the goal is to identify a mission and plan to achieve it that is “owned” by all the stakeholders of the school, the mission and plan must be developed through a grass roots level—bottom up, rather than top down.

A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the school's planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team.
- Prepare for the Mid-Term report.
- Provide the energy, enthusiasm, and expertise to move the process forward.

The Visiting Team observed that:

- The Head of School, and Internal Coordinator attended MSA training before moving forward with the self study process.
- The Internal Coordinator was given adequate time to prepare, and coordinate the self study process.
- The planning process invited opportunities for leadership amongst the staff. Initiatives were not solely initiated by leadership, they included teacher, student and parent input as well.
- The Internal Coordinator has created a positive culture of collaboration and trust amongst the planning team.
- After the visit, the Internal Coordinator will continue meeting with the planning team around their respective action plans and goals.

B. The Planning Team

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission.
- Develop a set of beliefs to serve as the ethical code for the institution.
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement.
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans.
- Conduct a periodic review of the progress being made to achieving the objectives.

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, the school's leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

Because the school is committing itself to developing a planning ethic and a culture of continuous improvement, the Planning Team should be institutionalized. The institution must find ways to integrate the work of the Planning Team into the culture of the school and the work of the school. In most cases, this will require a concerted effort and the

opening to examination of how the institution thinks about institutional growth and improvement and who is responsible to lead it.

The Visiting Team observed that:

- The Planning Team is culturally diverse and honors all stakeholders.
- When the Planning Team faces a conflict, or a difference of opinion, they revert to their mission and values for clarity.
- The Planning Team's findings from the self-study created space for deeper conversations, and brought the group together.
- The Planning Team looks forward to continuing with their goals, which are now linked to the school's strategic plan, post visit.

C. Role of the School's Leadership and Governance

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. Because a goal of the self-study and accreditation process is to develop a vision and a plan to achieve it that is accepted and supported by the entire community of the school, the school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

The Visiting Team observed that:

- The School's governing body was a part of the self study process.
- The governing body has diverse representation which has benefited the process.
- The Head of School has implemented a 7 year strategic plan that includes the entire school community.
- The governing body includes a Parent Teacher Association representative who helps to disseminate information to the community.
- The Planning Team reports results to the SMC on a regular basis.

D. The Plan for Institutionalizing a Planning Ethic

A sound planning ethic is critical to achieving the school's mission, its objectives for growth and improvement in student performance and organizational capacity, and to its

capacity to effect the intended growth. An effective planning ethic addresses the essential question: "Does the school and its community of stakeholders have the capacity, the will, and the systematic structures and processes required to develop and implement its plan and achieve its objectives?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of the school's context and culture, it should be visionary in describing what the school and its stakeholder community want for their students and pragmatic in specifying the steps to reach that goal. Successful planning for growth and improvement has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When a school seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and sustaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires continuous clarification of the community's unique mission, beliefs, Profile of Graduates, and student and organizational performance goals. It requires that all of its processes are vision-driven. And it requires that the community is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school's growth objectives.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of how their students perform but are striving constantly to improve the levels of performance. The setting of and striving to achieve challenging growth objectives should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its objectives based on the results received from implementing those plans. As part of the accreditation process, the school must review the results of its efforts periodically and open its processes and results willingly to review by its peers in the Middle States Association.

A planning ethic also requires the school to commit to involving its stakeholders in meaningful ways in the setting of objectives, developing plans to achieve and measure those objectives, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of both the planning process and the Plan for Growth and Improvement by the entire community by ensuring broad based knowledge and understanding of and support for the objectives and the plans to achieve them.

A planning ethic that provides significant roles for the stakeholders of the school also has the effect of sharing among the stakeholders responsibility for the success of any planning for growth and improvement. *Excellence by Design* builds such roles and responsibilities

into the self-study and planning processes. Therefore, if implemented faithfully, *Excellence by Design* can provide the school with the vehicle it needs to build sustainability into its planning for growth and improvement, because ownership of and responsibility for the success of the planning process and the plan for growth and improvement no longer rest with one person (the head of the school) but with all of the school's stakeholders.

The Visiting Team observed that:

- The School's Annual Report includes progress monitoring for the MSA review process.
- The Planning Team will review action plans annually. Roles are allocated through the schools strategic plan.
- The Internal Coordinator publishes a weekly blog to update the community on the process.

E. The Plan for Communication and Awareness

An important factor in increasing the likelihood that a school will achieve the goals it has set in its Plan for Growth and Improvement is to ensure broad ownership of the planning process and the Plan for Growth and Improvement across the entire school and its stakeholder community. This is accomplished by ensuring broad based knowledge and understanding of and support for the school's performance objectives and the plans to achieve them.

Therefore, an important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Excellence by Design* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The communication process should include means for obtaining from the members of the school's stakeholder community input and feedback regarding the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership in what the school is doing unless they first know about it and are invited to join in the process.

The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

The Visiting Team observed that:

The MSA accreditation process has provided an opportunity for the school to share best

practices with the community at large resulting in a wider impact.

F. The Plan for Periodic Reviews of the Plan for Growth and Improvement

In order to institutionalize a planning ethic, continuous growth and improvement in student and organizational performance must become a way of life within the school. It must be an ongoing, dynamic, and “evergreen” process. It is expected and required that the Plan for Growth and Improvement that is developed and presented for accreditation will be implemented faithfully over the length of the accreditation term.

Consequently, *it should be anticipated, and it should be expected* that implementing the activities of the action plans and gathering the results of the assessments used to measure the student and organizational performance objectives will indicate there is a need to revise the action plans regularly based on what is working and what is not.

Therefore, the *Excellence by Design* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

The Visiting Team observed that:

- There is a process in place to annually review the Plan for Growth and Improvement.
- Committee Chairs will continue to meet collaboratively with committee members to adjust action plans, collect and analyze data.

THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES

Recommended Monitoring Issues

In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s accreditation.

Requirement of the Protocol	Recommended Action
NONE x	

THE PROFILE OF THE SCHOOL

The Profile of the School describes the school and the context in which the school exists and does its work. It presents a portrait of the school's community(ies) and the "distinctive personality" and the unique characteristics of the school. The Profile presents contextual information that establishes a "developmental snapshot" of where the school is in its efforts to achieve its Mission and to ensure the highest levels of student performance.

The Profile of the School includes information and data that describe the school and the context in which the school exists. The Profile also helps the school and its community of stakeholders understand the school's Mission, and describes the opportunities for and challenges to the school as it seeks to achieve its Mission. The Profile includes descriptions of the:

- Community, its schools, and its traditions;
- History of the school;
- Social and economic characteristics of the community, its constituencies, and its schools;
- Climate for teaching and learning in the school;
- Number and qualifications of the professional and support staffs; and
- Number and characteristics of the student population

The data and information contained in the Profile of the School are not evaluated by the Visiting Team. Instead, the Profile serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To "introduce" members of the Visiting Team to the school, and as such, the Profile provides one of the lenses through which Team members will view and evaluate the school. Thus, the Profile section should provide sufficient information about the school and its students' performance to build and enhance Team members' awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

Head of School	<i>Craig Watson</i>
Internal Coordinator(s)	<i>Lizzy Neiger</i>
Number of Students	<i>176</i>
Grade Levels Evaluated	<i>K-12</i>

Additional Locations/ Branch Campuses visited (if any):	N/A
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THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF THE SCHOOL

Observations

In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school's Profile of the School and how the Profile defines the school and its priorities for improving student performance.

Founded by missionary Alan McIhenney to be a Christian school for the missionary community and “founded on a prayer” to develop educational access in Nepal. The vision of KISC is, “To be living witnesses of Christ’s love through excellence in education.” This statement, reinforced by a compelling mission and the KISC values of community, love, grace, excellence, and justice, make the school what it is today. KISC has grown in its internal capacity with human, financial, and capital resources and its foundational curriculum, a common language, and a strong teaching and learning community. Now KISC has over 170 students that represent a culturally diverse community that includes children from Nepal and South Korea, the USA in the top three represented countries.

The school is currently licensed locally by the Nepalese government and is accredited to award American High School Diplomas and IGCSE, AS, and A level certificates.

Over the past five years, KISC has faced some significant changes:

- Like all schools around the world, KISC has faced the challenge of the COVID-19 pandemic. The pandemic forced the school to move online, and with limited resources, created what has been described as an exceptional online program.
- The school took a huge step forward in 2018 when it moved its campus to the Dhobighat site. This site accommodates primary and secondary wings and play spaces, administrative areas, and spaces for visual and performing arts. The move was primarily made to accommodate the KISC Educational Quality Improvement Program (EQUIP) and develop further into a teacher training college.
- Labor laws have complicated staff recruiting and will likely affect staff retention along with foreign student retention.
- Nepal’s social and political environment has become increasingly challenging for KISC in light of the Christian focus of the school. This may cause challenges for visa acquisition for staff, students, and families.

The faculty at KISC are all qualified teachers either through appropriate certifications/diplomas or through degree programs. There are currently over 50 employees at the school, of which 17 have

Master's degrees, and one individual has a doctorate. Due to a variety of factors, the faculty and staff have had a significant turnover, but primarily this was because of the pandemic where many staff evacuated from Nepal and several staff resigned a year early due to their uncertainty of safety and medical care in Nepal.

Student performance has shown appropriate student success and progress. The data is limited because of the pandemic, but the Cambridge exams administered by the school through internal assessment show that students have been adequately prepared. The school reports that there are no students who are in danger of being unsuccessful.

PROFILE OF STUDENT PERFORMANCE

The Profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments. The Profile includes:

- Data for standardized academic assessments.
- Data for school-based academic assessments.
- Data for achievement indicators such as graduation rate, college rigorous courses, college acceptance, etc.
- Data for citizenship measures such as attendance, promptness, discipline, etc.
- Data for state academic assessments, if applicable.

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

- The school needs these data to determine if it is making progress toward achieving its mission;
- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs this data to help it determine in which areas of student performance there are the largest gaps between what is expected and how students are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF STUDENT PERFORMANCE

Observations

In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school's Profile of Student Performance and how the profile defines the school and its priorities for improving student performance.

Traditionally, the school performs well on external assessments. However, the school noticed a trend across the Primary students of consistently low scores in the areas of spelling and grammar on the 2019 spring standardized tests (PTE). The school then administered internal assessments during the pandemic to assess students in these areas. KISC also has a high number of EAL learners, so the team identified reading and writing as an area for concern. Team members dug into the data to identify

specific areas of measurement including: PTE and PTM, CEM, Fry sight words, grade reports, and the skills assessment questionnaire.

The school also determined that there is a drop in student scores as the transition to middle school occurs. As a team, the decision was taken to complete a horizontal and vertical review of the curriculum to find the gaps in learning. The school will use baseline data as a measurement.

The Academic Leadership Team uses student performance data to create goals for the school that drive instruction. There is a process in place for disseminating the data to the community. Through this process teachers are empowered with opportunities for leadership.

THE SCHOOL'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

A. MISSION

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists), and its means (how, in broad terms, it will achieve its purposes).

It is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete. The Team will also try to ascertain whether the school's community of stakeholders support the Mission and are "walking the talk." It is then for the school to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's mission.

The school's Mission is:

"To provide excellent education, primarily for the international mission community and Nepali school communities, based on KISC's values. Through KISC's international K-12 school and EQUIP teacher training programme, students and staff will positively impact their world."

At KISC we aim to live according to the KISC Values: Community, Love, Grace, Excellence and Justice.

B. BELIEFS

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

Only members of the school community can identify their deeply held beliefs. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Beliefs. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's Beliefs are made.

The school's Beliefs are:

The Bible is the foundation of KISC and the Apostles Creed reflects the underlying beliefs KISC operates within. KISC School aims to integrate a Biblical Worldview into the Curriculum.

Our Crest

KISC's crest is a visual representation of how the students, staff and parents described KISC in a survey completed in November 2010. At the top of the crest is Mount Everest with the Himalaya's disappearing into the background. Nestled into Mount Everest is the Nepali flag. However, the sun symbol has been taken from the flag and set in the sky above, as our desire is to see a new Nepal rising. The top part of the crest represents God as our creator. In the center of the crest is the cross, representing the risen Christ, who is the center of all things. There is an open book as we seek to be deeply rooted and established in knowledge and wisdom. On the right of the crest is a key which symbolizes many ideas such as keys of coming of age and empowerment, keys to open doors to

illuminate hidden wisdom, keys to freedom Etc. On the left of the crest is an olive branch representing the Holy Spirit. It symbolises peace and hope to individuals and nations. Each leaf represents the five values of KISC: love, grace, justice, community and excellence. Finally, the banner contains our school Motto “For the glory of God”.

C. PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution’s community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution’s community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

The school's Profile of Graduates is:

The KISC Community Profile outlines how we seek to be centred on Christ. We aim to positively impact our world by being living witnesses of Christ’s love through the KISC values of love, grace, community, justice and excellence.

KISC believes in the importance of knowing God. Therefore, community members seek to learn about God and live by Biblical values. We recognize that God is the creator and sustainer of all things. All people are made in God's image and should flourish as spiritual, rational, emotional and physical beings who care for his creation.

KISC believes in the importance of relationships. Therefore, community members seek to build positive relationships full of grace, peace and love. We strive to see the image of God in others and love our neighbour as ourselves. We seek justice, living with mercy and compassion.

KISC believes in the importance of building character. Therefore, community members seek to be humble and teachable; full of hope, honesty, integrity, perseverance and passion; always giving our best and taking responsibility for our actions.

KISC believes in the importance of knowledge of which God is the source. Therefore, community members seek to grow in knowledge and wisdom. We explore and evaluate problems, ideas and solutions in critical and creative ways. We are able to communicate and defend our views and opinions while respecting those of others.

KISC believes in the importance of learning. Therefore, community members seek to continuously learn and engage in new challenges. We nurture our curiosity as we learn from one another. We reflect on and grow through the opportunities arising from success and failure.

THE VISITING TEAM'S OBSERVATIONS/RECOMMENDATIONS— FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

Observations

In this section, the Team lists any observations regarding the Mission, Beliefs, and/or Profile of Graduates.

The Visiting Team observed that:

- Stakeholders remarked in several ways the importance of the mission statement in their work.
- Stakeholders provided very clear examples of how the mission of KISC is made a reality.
- The mission is referred to appropriately in the context of Nepal, where religious symbols are not visible, and the leadership team incorporates the mission in the meetings, publications.
- There was clear understanding of action plan #4 which pertains to making the mission more understood in all aspects of the educational and professional context of KISC-- looking at how the

school will turn ideas into action for body, mind and spirit.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve its Mission, Beliefs, and/or Profile of Graduates. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- Consider the development of a communications plan and protocol for communicating the KISC mission, vision and values so that those foundational documents and the purpose of the school are not misconstrued by Nepali authorities, as well as by students, staff and parents.

Recommended Monitoring Issues

In this section, the Team lists any requirements for the Mission, Beliefs, and/or Profile of Graduates that require monitoring. Monitoring issues refer to elements of Mission, Beliefs, and Profile of Graduates required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE x	

Recommended Stipulations

In this section, the Team lists requirements for the foundational documents (Mission, Beliefs, and Profile of Graduates) that are entirely absent and, therefore, the school does not meet. Such requirements must be added as a stipulation to the school’s accreditation.

Requirement of the Protocol	Action Recommended
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NONE x	

THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The Profile consists of the results of a self-assessment of the school's adherence to the Middle States Standards for Accreditation.

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

The Profile also provides those responsible for developing the school's Plan for Growth and Improvement with a good understanding of the current status of the school.

Standards for Accreditation for Schools

- Standard 1: Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Organization and Staff
- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources

MISSION STANDARD FOR ACCREDITATION

(Indicators 1.1-1.6)

The Standard: The school has a Mission that conveys clearly and concisely the school's vision of a preferred future for the school's students and its expectations for student learning. The Mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The Mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school's Mission	X
Samples of publications that communicate the mission to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Address of the school's website	X
Policies related to the Mission	X
Www. kisc.edu.np/mvv	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- | |
|--|
| <ul style="list-style-type: none"> ● Stakeholders remarked in several ways the importance of the mission statement in their work. |
|--|

- Stakeholders provided very clear examples of how the mission of KISC is made a reality.
- The mission is referred to appropriately in the context of Nepal, where religious symbols are not visible, and the leadership team incorporates the mission in the meetings, publications.
- There was clear understanding of action plan #4 which pertains to making the mission more understood in all aspects of the educational and professional context of KISC-- looking at how the school will turn ideas into action for body, mind and spirit.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Consider the development of a communications plan and protocol for communicating the KISC mission, vision and values so that those foundational documents and the purpose of the school are not misconstrued by Nepali authorities, as well as by students, staff and parents.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
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x	NONE
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GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION (Indicators 2.1-2.39)

The Standard: The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's Mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X

Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	x
For independent, non-public, and proprietary institutions only	
Names, addresses, and organizational position of the institution's owners	
Names, address, affiliation of the members of the board of governance	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school is clearly within the boundaries of compliance with local and national regulations, and is cognizant of the status of being a faith-based school in Nepal being an ongoing point of focus and potential concern for national and local authorities.
- The SMC has demonstrated a commitment to supporting the development of the school and the maintenance of the organization throughout the challenges of the COVID pandemic.
- There appears to be a strong and passionate commitment by the SMC (the governance body of the school) to the organization, and committed to the lines of strong school governance principles.
- SMC has a strong commitment to self-evaluation and the evaluation of the school director.
- The SMC recognizes the need to further formalize the evaluation of the head of school in the interest of supporting and nurturing that individual's own professional growth.
- COVID pandemic issues aside, the board has committed to clearly provide, as the chair noted, "insight, oversight and foresight" of programs.
- The SMC provided a steady transition of the new head of school to Nepal after a long transition of many, many months. The new director arrived in Nepal only three months prior to the MSA team visit.
- The SMC is extremely supportive of school leadership and the vision that is emerging including the implementation of a multi-year improvement plan.
- The SMC support of the leadership team demonstrates mutual trust and clear understanding of the roles and responsibilities of each member of the leadership structures.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Develop and use a standards-based assessment approach for the ongoing and annual supervision and assessment of the school director.
- Develop and use a standards-based assessment approach for the ongoing and annual self-evaluation of the School Management Council.
- Based on constituent feedback, a formal communications plan for the School Management Council would enhance its reputation, and connectedness as the school emerges from the pandemic.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

(Indicators 3.1-3.8)

The Standard: The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its Mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals. The school improvement planning is monitored, periodically assessed and revised as needed.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Strategic and/or long-range plan	x
Development/institutional advancement plan	x
Enrollment plan	x
Policies related to school improvement planning	x

B.1 Continuity of Education Plan/Policy/Procedure

The Team was provided with a copy of the school's Continuity of Education Plan/Policy/Procedure as found in the school's Self-Study Addendum.	x	YES		NO
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C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- the overall sentiments across school community was positive
- Given the pandemic limitations the school has been doing well coping up with the changes.
- The school administration is willing to listen to the parent and student community
- The positive school environment makes The students feel secure
- Staff is nurturing and has open communication with students.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The school meets the expectations as stated in the plan for growth and improvement.
- They have highlighted the areas of development and are working towards meeting these expectations.
- Literacy targets supported through school library reading initiatives, various events across grade levels.
- School listens to parent requests and the school leadership is devoted to learning.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality that the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

FINANCES STANDARD FOR ACCREDITATION
(Indicators 4.1-4.17)

The Standard: The school has financial resources that are sufficient to provide its students with the educational program defined in the school’s Mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school’s ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Current operating budget (for main campus and each branch campus)	x
Certified external audit letter conducted within the last two years (for main campus and each branch)	x
Student tuition and fee schedule (if applicable)	x
Long-range financial plan	x
Schedule of student tuition and fees (for non-public and proprietary institutions)	x
Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution’s ability to continue operation	

List of grants and other funding sources obtained in the last calendar year	x
Publications provided to students outlining students' financial obligations	
Summary of the institution's insurance coverage (for main campus and each branch)	
Policies related to finances, financial aid, and refunds	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school is free of any financial liabilities or litigations that could affect the school's ability to continue operation.
- The school's per pupil expenditures are covered by tuition, and grant monies are used to cover equipment.
- The school is currently on a 25 year lease, and the SMC is working to extend the lease for another 25 years for a total of 50 years.
- The school makes prudent use of resources available through development activities, grants, foundations, and other partnerships.
- The school's financial system has strong checks and balances. The Finance Committee is led by the Head of Operations, and involves members of the SMC, and the school community, who work to promote and develop the school's financial priorities.
- The financial plan is included in the school's annual report, and is widely distributed to the school community.
- The evaluation of the financial standard included broad based school community input and participation.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Update the schools financial policy, documenting long range planning and enhancements and share it with the appropriate stakeholders.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

FACILITIES STANDARD FOR ACCREDITATION

(Indicators 5.1-5.14)

The Standard: The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school’s Mission. The facilities provide a physical environment that supports delivery of the school’s educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Floor plan of facilities	x
Long-range facilities plan	x
Maintenance/repair schedules	x
Plans for any facilities improvements	x
Policies related to facilities	

C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school provides sufficient facilities for all aspects of the school’s educational programs and activities.
- The Long Range Facilities Plan is directly linked to the schools Strategic Plan.
- The facilities team conducts regular and systematic assessments of facilities, equipment, and materials.
- The school has a system for practicing emergency drills - one a term, on a rotational basis.
- The Facilities Manager plans annual training in regards to safety protocols and materials.
- The school is in compliance with all civil authorities and requirements for fire safety.
- The school is testing different methods to increase air quality, and has moved to a location that has better overall air quality.
- Currently, the school is operating under their return to school plan with COVID-19 protocols for health and safety.
- Site operations are outlined in the annual report for the entire community.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Develop a policy document for facilities and operations for the school. Include action plans, guiding statements, and budgets.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
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x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

(Indicators 6.1-6.37[PA6.38-PA6.41])

The Standard: The school’s organization facilitates achievement of its purposes and core values as expressed in its Mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school’s Mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school’s leaders and staff demonstrate collegial and collaborative relationships.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Organizational chart for the school and school system	x
Instruments used for evaluating the performance of the staff	x
Faculty/Staff Handbooks and Manuals	x
Student Code of Conduct	x
Professional development plan	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school has professed and demonstrated an organizational commitment to the school's mission, vision and values.
- The school requires the employment of qualified educators to guide instruction.
- The school is committed to performance evaluation in order to ensure competent instructional practices.
 - The faculty and staff have a clear supervisory model that has been developed and based upon Australian teaching standards.
 - The school recognizes that it is on a journey to fully realize the potential of the model to augment continual professional growth.
- The school has a strong dedication and commitment to continued professional development.
- Teacher retention is challenged by Nepali visa restrictions, and thus the school keenly aware of the need to have a strong recruiting and retention process.
- The school has the appropriate human resources to successfully implement educational programs, services and activities.
- There is clear indication of collaborative and collegial relationships that support school culture and student learning.
- There are clear lines of supervision and feedback as described in the organizational chart.
- There are understandable written policies and guidelines that ensure a positive working environment including an employee feedback process.
- There are opportunities for faculty and staff to further develop their faith, life and culture, and religious values.
- Policy and practices are in place to support, formally, spiritual development both within the professional context, the curriculum and within the co-curricular programs for the faculty and staff.
- It is clear that the entire community believes that the school is an environment where everyone feels safe and treated fairly.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The refinement of Faculty/staff performance evaluations and follow-ups which are necessary to remain focused on ensuring competent instructional practices and professional development.
- Target the maximization of teacher retention in light of visa restrictions through a comprehensive recruiting and retention planning scheme.
- Create a formal structure for new employee and returning employee orientation and mentoring that supports both personal and professional development.
- Seek to incorporate the mission of KISC into the faith development opportunities for all constituent groups.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

(Indicators 7.1-7.18)

The Standard: The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Emergency and crisis plans	x
Records of most recent health and safety inspections	x
Record of emergency drills	x
Emergency Procedures section of Faculty Handbook	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- There are currently no inspection bodies in Nepal that require or perform inspections on school sites.
- Drills could not be performed as often as planned due to the pandemic situation.
- It was highlighted that the fire alarm systems are outdated as they need to be triggered manually.
- Bus evacuation plan is yet to be implemented.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION
(Indicators 8.1-8.61)

The Standard: The school’s educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school’s Mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school’s community of stakeholders.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

Evidence	Visiting Team
Data from Observations and Interviews	x
Program of studies or other overview of the components of the educational program	x
Scope and sequence charts	x
Written curriculum guides for each component of the educational program	x
Master schedule	x
Policies related to educational program	x

C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The Secondary School follows the Cambridge program. The syllabus has a review process, and it is updated every 3-4 years across subjects: each curriculum is on its own cycle. Updated schemes of work and new textbooks are published. Teachers of Cambridge subjects check for and read through updated syllabi and other documents on a yearly basis.
- In 2013, a curricular review plan began which reviewed subjects school-wide, with a focus on 1-2 curricular areas each year of the 7 year accreditation cycle.
- In the Primary School, different resources are used for each department.
- Opportunities for student choice and ownership are evident throughout the school.
- Instruction is driven by data and is differentiated to meet the needs of the students.
- The Student Support team provides many opportunities for gifted and talented students.
- The Student Support team assists teachers with strategies to support differentiation within the classroom.
- The school values are embedded in teaching and learning. School assemblies are faith based and represent the school culture.
- Community connections demonstrate student action and are based on the school values.
- In the Secondary division, advisory teachers focus on Physical, Social, Health, and Economics (PSHE) curriculum.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Teachers go above and beyond to meet with students during break times, and after school to support them further in their learning.
- Students and parents highlighted the commitment of the teachers to the online program during the pandemic.
- Parents feel that their students are well cared for, and that when it comes to their children and their teachers, learning is a team effort.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

While the school has a curriculum review policy, in the primary school there is no system in place to track which program/subject is being reviewed each year. Development of a timeline that outlines which years each program is reviewed will benefit the planning process.

Development and implementation of a vertical articulation of the curriculum across the school to establish common vocabulary and scaffolding amongst the disciplines.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION
(Indicators 9.1-9.15)

The Standard: The school has a program for assessing student learning and performance that is consistent with the school’s Mission. The program is based on current research and best practices and is aligned with the school’s educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school’s community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Example of student transcript	x
Example student report card	x
Reports of the results of assessments administered to students	x
Policies related to assessment of student learning	x

C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school has sustainable systems for tracking student performance.
- Academic leadership team members use data to set large school wide goals, and then share this data with teams to create smaller action plans for teaching and learning.
- Students (and parents) are able to see their progress via Rediker, the school's reporting system. This allows students to track their own progress.
- Assessment results are shared with all stakeholders in the school's annual report.
- The school has a leadership and staff that are committed to, participate, and share in accountability for student learning and performance.
- Different learning styles are recognized through varied forms of assessment.
- Assessment is used to differentiate learning within the classroom, and student groups are flexible and fluid.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- NONE

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
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x	NONE
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Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

STUDENT SERVICES STANDARD FOR ACCREDITATION

(Indicators 10.1-10.34)

The Standard: The school provides student services that are effective, appropriate, and that support student learning and achieving the school’s Mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school’s educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Guidance and counseling plan	x
Examples of student schedules	x
Results of follow-up studies of graduates	
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	x
Admissions criteria (if applicable)	x

C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school has written counseling policies that list the procedures that the counselor carries out including detailed information on record keeping and reporting.
- The Student Services team has a shared responsibility for student growth.
- The admissions process requests formal data for students with learning support needs. This data is then used by Student Support to create a yearly smart plan for the student.
- The Student Support process is clearly outlined, and leads to the development of a student support plan for those that qualify.
- The EAL and Learning Support division operates on a multi-tiered, RIT, system.
- EAL students receive additional support through push-in and pull-out methods.
- Weekly parent communication includes information regarding universities, career assessments and other opportunities for students.
- Parents highlighted the gifted and talented program within the school.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Development of the alumni association to gather further data to enhance school programs.
- Development of social, emotional, faith based scope and sequence for the entire school.
- Parents mentioned that the university admissions process could be enhanced by offering support to those that are applying to different countries around the world.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or

improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR
ACCREDITATION**
(Indicators 11.1-11.19)

The Standard: The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school’s educational program. A balance of academic, social, co- or extracurricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school’s mission.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	x
Budget for all athletic activities	x
Budget for all non-athletic activities	x
Policies on academic eligibility	
Policies related to student life and student activities	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- For a small school, KISC has an amazing number of school activities that lends to a positive and constructive school culture.
- All stakeholder groups appreciate and participate in student life and activities at KISC
- Clearly the interactions and connections built through school activities is a strength of the school.
- There are no barriers for inclusion of all students in the activities across the school's programs.
- There are a wide variety of programs for all ages of students
- The programs clearly are founded on the mission and vision of the school, and the care of mind, body and spirit are taken into account.
- There appears to be little student voice in the creation of student activities, although this was not noted by the students themselves who appreciated the depth and breadth of programs.
- Student life programs and activities are a key factor for the success of KISC, particularly in the personal development of all stakeholder groups.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Consider the role of KISC faith-based activities in the overall programs offered.
- Evaluated opportunities for a wide variety of student activities encompassing sports, the arts, service and faith.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The breath of engagement by the KISC students, staff and community in student life programs and

activities is noteworthy.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

INFORMATION RESOURCES STANDARD FOR ACCREDITATION (Indicators 12.1-12.15)

The Standard: The school’s information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school’s Mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

A. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
The information resources and technology plan(s)	x
Budget for information resources and technology	x
Information skills curriculum	x
Inventory of information resources	x
Inventory of information technology equipment	x
Policies related to information resources and technology	x

C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- Google Classroom is used as a way of orienting new staff and students to all of the school's educational resources.
- The School has standards in place for ICT, and the secondary school curriculum focuses on student safeguarding and digital citizenship.
- During online learning, parent workshops took place to further develop the program.
- The librarian collaborates with teachers to provide them with appropriate resources for their units.
- The librarian teaches classes for the entire primary division.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

Incorporate primary school in the school's plagiarism policy and procedures, focusing on academic honesty within your Language Curriculum.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
x	NONE	

THE PLAN FOR GROWTH AND IMPROVEMENT

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Excellence by Design* protocol is based in the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:

- A Mission
- Beliefs
- A Profile of Graduates
- Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
- One or more assessments for each objective
- Baseline data for at least one assessment for each objective
- Technical approval of the objectives
- Comprehensive action plans to achieve the objectives
- A plan for regular monitoring and review of the Plan (at least once annually)

A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there area of our organization's capacity the must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the Mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its Mission, as expressed in its Profile of Graduates. Not only should the objectives be related to the school's Mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

Action plans describe the methods the school will use to accomplish its Mission and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the "doing" part of the plan. Action plans can and

should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school’s Plan for Growth and Improvement according to the criteria for effective action plans.

Technical Review

The Team was provided with a copy of the school’s approved Technical Review.	x	YES		NO
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A.1. Objective #1:

x	This is a student performance objective
	This is an organizational capacity objective

Student Performance Objective #1: By 2029, students at Kathmandu International Study Centre will demonstrate improved literacy skills (reading, writing, spelling, and grammar), as measured by:

- A 20% increase in the number of pre-K to 12 students who score higher than expected on the PTE spring assessment based on historical data - Baseline Data: 2019, PTE Results
- More than 30% of Secondary (Grades 6-12) students exceeding their expected grade across subjects, as determined by CEM, in external English examinations - Baseline Data: 2021, CEM to be conducted this academic year
- 90% of students spelling the first 300 Fry sight words with 80% accuracy by the end of Grade 3 - Baseline Data: 2021, to be collected in December 2021
- 90% of students spelling the complete 1,000 Fry sight words with 80% accuracy by the end of Grade 5 - Baseline Data: 2021, to be collected in December 2021
- Internal grade reports for literacy subjects (PK to 12) at the end of Semesters 1 and 2 - Baseline Data: December 2020, Grade Reports

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this objective?

Internal grade reports may be subjective. Consider checks and balances when using as baseline data.

A.2. Action Plan for Objective #1:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	x	
Include a logical sequence of strategies and/or action steps?	x	
Outline clearly and in detail the action steps to be taken in year one of the accreditation term? *During the current time, this is an accommodation to the traditional one to two year timeline.	x	
Include enough activities to ensure that the objective will be achieved?	x	
Address as many aspects of the institution's programs, activities, and services as appropriate?	x	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	x	
Identify the resources required to implement the action steps?	x	
Identify the persons/groups responsible for implementing each action step?	x	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	x	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	x	
Establish reasonable timelines for implementing the action steps?	x	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	x	

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this action plan?

Clarify the role of students as stakeholders in this action plan.

A.3. Objective #2:

x	This is a student performance objective
	This is an organizational capacity objective

By 2029, students at Kathmandu International Study Centre will demonstrate improved study skills, as measured by:

- A 20% increase in the number of students scoring higher than expected on PTE and PTM scores in Grades pre-K to 8 - Baseline Data: 2019, PTE and PTM Data
- A 20% increase in students (Grades 9 to 12) exceeding their expected grade, as determined by CEM, in external English examinations - Baseline Data: 2021-22, CEM to be conducted this academic year*
- A 10% increase in each area of the Study Skills Assessment Questionnaire for Secondary students (Grades 6 to 12) - Baseline Data: 2021-22, to be collected this academic year
- Survey of vertical and horizontal alignment plans in place for each subject and grade level (preK to 12) - Baseline Data: 2021-22, review of Unit Plans/Schemes of Work to be conducted this academic year.
- Internal grade reports for literacy and mathematics subjects (PK to 12) at the end of Semesters 1 and 2 - Baseline Data: December 2020, Grade Reports

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this objective?

Internal grade reports may be subjective. Consider checks and balances when using as baseline data.

A.4. Action Plan for Objective #2:

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	x	
Include a logical sequence of strategies and/or action steps?	x	
<u>Outline clearly and in detail the action steps to be taken in year one of the accreditation term?</u> *During the current time, this is an accommodation to the traditional one to two year timeline.	x	
Include enough activities to ensure that the objective will be achieved?	x	
Address as many aspects of the institution's programs, activities, and services as appropriate?	x	

Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	x	
Identify the resources required to implement the action steps?	x	
Identify the persons/groups responsible for implementing each action step?	x	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	x	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	x	
Establish reasonable timelines for implementing the action steps?	x	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	x	

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this action plan?

Clarify the role of students as stakeholders in this action plan.

A.5. Objective #3:

	This is a student performance objective
x	This is an organizational capacity objective

By 2029, Kathmandu International Study Centre will demonstrate that they have increased their organizational capacity by implementing a whole school sustainability project, as measured by:

- A 10% decrease in ~~unsustainable~~ electricity, water, fuel, and paper usage **to improve sustainability**- Baseline Data: 2021-22, to be collected this academic year
- An increase air quality in classrooms - Baseline Data: 2021-22, to be collected when classroom windows can be kept closed during instructional periods; Kathmandu annual PM 2.5 exposure for Nepal is 49 µg/m3
- An increase in the number of completed projects that improve the sustainability of the campus - Baseline Data: 2021-22, 1 Project (Recycling with Doko Recyclers)
- An increase in the prevalence of sustainability issues in the schemes of work/unit plans across grade levels - No baseline data

- A 40% increase in environmental literacy skills among staff and students - Baseline Data: 2021, to be collected this academic year

**Note changed wording after technical review. Will include in next annual review.*

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this objective?

Consider the inclusion of student leadership in this area regarding the monitoring, reporting and responsibility.

A.6. Action Plan for Objective #3:

Instruction: In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in year one of the accreditation term? *During the current time, this is an accommodation to the traditional one to two year timeline.	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	

Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this action plan?

Clarify the role of students as stakeholders in this action plan.

A.7. Objective #4:

	This is a student performance objective
x	This is an organizational capacity objective

By 2029, Kathmandu International Study Centre will demonstrate that they have increased their organizational capacity by developing the spiritual life of KISC to ensure the Christian worldview is reflected across the curriculum through holistic Christian care for body, mind, and spirit. This will be measured by:

- Surveys of staff and student mental health
- Review of explicit links to Christian worldview in schemes of work/unit plans -
- Baseline Data: 2021-22, review of Unit Plans/Schemes of Work to be conducted this academic year.
- Evaluations of staff and students following community spiritual opportunities and collective worship
- Survey of participation levels in school-led physical activity outside the curriculum - Baseline Data: 2021-22, to be collected this academic year
- Surveys of parent and student satisfaction in terms of care when ill - No baseline data

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this objective?

- None

A.8. Action Plan for Objective #4:

Instruction: In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
<u>Outline clearly and in detail the action steps to be taken in year one of the accreditation term?</u> *During the current time, this is an accommodation to the traditional one to two year timeline.	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- NONE

B. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

In this section, the Team reports its observations and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.

The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	
<ul style="list-style-type: none"> ● One or more assessments for each objective 	X	
<ul style="list-style-type: none"> ● Baseline data for at least one assessment for each objective 	X	
<ul style="list-style-type: none"> ● Technical approval of the objectives 	X	
Comprehensive action plans for each objective	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans) and 2) any areas in which the school exceeds the requirements of the requirements of the protocol.

- It is clear that the school community is involved and invested in the Plan for Growth and Improvement.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- NONE

Recommended Monitoring Issues

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

Recommended Stipulations

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE x	

ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Visiting Team is charged with making a recommendation to the Middle States Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

NEXT STEPS

As Kathmandu International Study Center proceeds with implementing its Plan for Growth and Improvement, there are several "next steps" the school will be expected to take to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. An accredited school must maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- **Implement the Plan for Growth and Improvement.**

When the Middle States Association grants accreditation to a school using the Excellence *by Design* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**

As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- **Conduct Periodic Reviews of the Plan for Growth and Improvement**

While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- **Complete a Mid-Term Report**

At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- **Prepare for Reaccreditation**

At the beginning of the sixth year of the school’s accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Excellence by Design* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

SUMMARY AND CLOSURE

Good afternoon. I am Samantha Wood, chair of the Middle States Visiting Team to Kathmandu International Study Center (KISC). The other members of the Team and I are pleased to see many school community members present to hear our report. We appreciate the warm reception we have received and the candor you have shared about your school. We leave KISC at the end of this report feeling that we have had a full and rich experience in your school.

This oral report is a brief summary of the major points that will likely be included in the written report, which will follow in approximately 2 to 4 weeks.

At the conclusion of this oral report, we will leave your school. We will not entertain any questions or enter into any discussion. You will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

At the outset, I want to recognize and thank the other members of our Team for their service to you and to the Middle States Association—Dr. Andrew Torris and Ms. Abeera Khawaja. This was an outstanding team of educators. I do not know if you are aware of this, but these educators are all volunteers who have given their own professional and personal time to provide this service to you. The team members were strangers to each other before they came together here on Tuesday morning. They have worked hard day and night to conduct as thorough an evaluation of your school as is possible. It is a tribute to their professionalism and expertise that they were able to coalesce as a team so quickly and to produce such fine work in service to your school. I am sure you will join me in thanking them for their service.

It is important that you know that accreditation is a voluntary activity. We are here because you invited us. You asked us to study the work that you are doing and your plans for the future. Therefore, we came here with several purposes.

First, we were charged with ensuring that Kathmandu International Study Center meets the Middle States Standards for Accreditation.

In addition to meeting the standards, the protocol you chose—*Excellence by Design*—requires that you have a system of continuous planning for school improvement. It also requires that you develop goals for improving areas of student performance and that you create plans to achieve those goals. In addition, your school was asked to develop one or more organizational capacity objectives. The expectation is that, after the team leaves,

you will faithfully implement your improvement plan over the next seven years and make a good faith effort to achieve the goals you set.

We came as your “critical friends.” What I mean by this is that we came to look and listen with discerning eyes and ears as professional friends and colleagues. What we have to say to you is offered in the spirit of our desire to leave you in a better position to achieve your goals than before we arrived.

From the moment we entered the school, we felt how special of a place it really is. KISC is a relatively small school, but it is one that is vibrant with activity. We are delighted with the level of student, staff, and community participation. The Planning Team met (often through vast distances and time zones via Zoom). We are impressed by the efforts of the planning team as a whole. It is clear that this team is vested in the Plan for Growth and Improvement and has what it takes to see through the detailed action plans for each of your performance objectives.

The team will continue to meet regularly and empower committee members through collaboration while finding ways to reach common agreements when differences of opinions arise. The planning team included student perspectives and created a space where these young voices felt safe to share. We want to applaud you for the degree to which you have allowed your students to participate in the school improvement process. What a wonderful opportunity you have provided for them to practice leadership and community collaboration. This is an authentic example of providing students with an opportunity to develop agency and recognize the power of student voice in your school improvement efforts.

Furthermore, the KISC School Management Committee (SMC) has been able to clearly see the importance of school operations and has developed through this process as well. We saw that the SMC supports the leadership team and the planning team. There is a demonstration of mutual trust between the SMC and the school leadership, and a clear understanding of the roles and responsibilities of each member. The SMC is highly committed to supporting the development of the school and the maintenance of the organization.

We are also impressed by the uniformity of positive responses from your students. We heard from your students that a strength within your school is the level of caring and concern the teachers have for their students. Your students told us that they have strong, trust based relationships with their teachers, which one student characterized as “the feeling of home.” The students told us that their teachers are always willing to go the extra mile with them. They expressed how during their classes and their breaks, their teachers

take the time to engage with them. Checking in on their feelings, and even participating in sports activities. Students feel that their teachers really know them for who they are, and know their teachers. Your students celebrated your smooth transition to online learning, and the effort and care their teachers took to ensure that their education continued. They commended your dedication to new technology, and the efforts you made to make lessons engaging. They shared with us how you went above and beyond by setting up one-on-one meetings outside of class time to help those who were struggling.

Furthermore, the students spoke to the current hybrid model, and further highlighted the success of that transition. Continue to value your students' voices. They feel heard, and supported and are eager to continue to be an integral part of the plan for growth and improvement.

All of these sentiments were echoed by your parent community as well. Throughout the visit the words trust, community, relationships and empowerment were mentioned by each and every stakeholder group. Clearly, KISC has developed a school culture that reflects the values embedded in their mission, vision and values, and puts those values and concepts into action each and every day.

When we came to your school, we assumed that you wanted to hear from us about the strengths of your school and the areas in need of improvement. These areas and challenges will not come as surprises to you.

1. The School Management Committee (SMC) should develop policy, and implement procedures for assessment of the school director and the school governance body itself to enhance the structure and stability of the school. Discussions and evidence from the SMC have led us to understand that the creation and the adoption of a standardized assessment model for the ongoing and annual supervision of the school director and the SMC will be critical to the sustainable success of KISC.
2. The school should critically examine the vertical alignment of the entire school curriculum structure. Vertical alignment of your curriculum resources will ensure adequate scaffolding and will provide foundational structures as you enact action plans to meet your student performance objectives.

As I stated earlier, part of the decision regarding whether to recommend re-accreditation of Kathmandu International Study Center is based on whether you meet the 12 standards for accreditation. These standards address every aspect of the programs, services, and resources you provide for your students. They also address the school's capacity to

provide an appropriate education based on the standards and expectations of your community.

We concluded that Kathmandu International Study Center meets all 12 of the standards for accreditation.

The second factor we must consider in making our accreditation recommendation is whether Kathmandu International Study Center meets the requirements of the *Excellence by Design* protocol.

These requirements are summarized in the following commitments you must make to be accredited:

- You must commit to plan strategically with a specific emphasis on improving student performance in the areas you identified to be priorities for your students.
- You must commit yourselves to establishing a culture of being accountable for your students' performance.
- You must be committed to involving a broad spectrum of your school's stakeholders in defining a vision for your school, in developing the means to get closer to that vision, and in designing and implementing action plans to achieve that vision. This is not to be an exercise for the education professionals only. It is expected that this will be a strategic plan owned by the entire school community and for which the entire community will be held accountable.

With regard to these requirements, we found that Kathmandu International Study Center has a school improvement plan focused on improving student performance, and action plans to achieve the objectives. We also found almost universal agreement regarding the areas of student performance on which your objectives focus.

These are some of the major themes and findings that will be included in our written report. We offer them in the spirit of being your "critical friends" and with the desire that they will help you as you work toward achieving your mission.

Now, we get to the part you all have been waiting for:

The team will recommend to the Middle States Commission that Kathmandu International Study Center be re-accredited for seven years.

As we take our leave, the members of the Visiting Team wish to thank all of you for opening your school to us, for sharing with us your hopes, your dreams, and your concerns, and for your wonderful hospitality. Our experience here has been a rich and rewarding one.

Many thanks go to Ms. Lizzy Neiger, your Internal Coordinator, and Reverend Craig Watson, your School Director, for their hard work in preparing your school for our visit, organizing our visit, and for being so accommodating and responsive to our requests and needs. Many of you mentioned the support and encouragement that you receive from Lizzy throughout the process, but I believe that one parent summed it up best, stating that "Lizzy is devoted to guiding everyone to be the best they can be."

We will leave you today with this thought. We are convinced that the good people of your school and school community care deeply about and seek the best for your children. We are also convinced that, when men and women of goodwill come together for the sake of their children, mountains can be crossed, rivers can be bridged, differences can be healed, and obstacles can be overcome. The people that constitute Kathmandu International Study Center have confirmed this belief for us. You have a good school. Our challenge to you now is to continue to make it better.

We wish you success in all your endeavors. Thank you. Have a great evening. You deserve to celebrate.

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Samantha Wood	Overseas School of Colombo
Team Member	Andrew Torris	American Embassy School of New Delhi
Team Member	Abeera Khawaja	TNS Beaconhouse