

Domain	Descriptors	School Response	Evaluation response	Commendations	Recommendations
Domain A - Purpose and Direction.	A1 The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)	Exceeds	Exceeds	A1 (Major) -The leadership team for using the guiding statements in all areas of school operation, bringing clarity and consistency to the decision-making process.	None at this stage
	A2 The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school. (CORE)	Meets	Meets	A2 - The curriculum leaders for their commitment to a shared understanding of high-quality teaching and the transfer of this understanding to reflect this in school-wide teaching and learning.	A2 - The curriculum leaders use school resources, such as the formal DOT observation process, to identify high-quality teaching to guide the school's intended direction for learning and teaching through the planned and taught curriculum.
	A3 The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)	Meets	Meets	A3 - The teaching and support staff for embracing global citizenship and intercultural learning, both inside and beyond the classroom to enhance the learning experience for all students.	A3 - The curriculum leaders review the specific components of the school's definition of Internationalism and Interculturalism to further their explicit use within the written and taught curriculum.
	A4 The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)	Exceeds	Exceeds	A4 (Major) - The school leadership and staff for embracing the guiding statements (mission and core values) to create an environment with an emphasis on safe and ethical community relations and student well-being.	None at this stage
Domain B –	B1	Exceeds	Exceeds	B1 (Major) –The board and	None at this time

Governance, ownership and leadership	The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)			principal for the clear and functional governance framework to guide practice and clarify processes, systems, roles and responsibilities and help facilitate the development, stability and sustainability of the school.	
	<b>B2</b> The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole. (CORE)	Exceeds	Exceeds	B2 (Major) - The principal and the board for nurturing a culture of trust and support between the school and the board enabling effective and purposeful leadership of the school.	None at this time
	<b>B3</b> The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE)	Meets	Meets	B3 - The board and principal for effective strategic and financial management planning for the viability of the school and its future.	None at this stage
Domain C - The Curriculum	<b>C1</b> The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)	Meets	Meets	C1 - The leadership and curriculum leaders for the development of the bespoke RISS Rose and RISS Reach courses which enhance students' social, emotional, values and attitudes growth.	C1 (Major) - The curriculum leaders and teachers ensure there is understanding and consistency of inquiry-based learning throughout the planned curriculum to foster teaching and learning aligned with the school's definition of learning.
	<b>C2</b> The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and	Meets	Meets	C2 - The leadership team for ensuring structures and systems to enable school-wide curricular planning and development that enhance	None at this stage

	future development. (CORE)			age-appropriate student learning and align with the school's guiding statements.	
	<b>C3</b> Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)	Meets	Meets	None at this time	C3 - The curriculum leaders ensure specific skills referencing Internationalism & Interculturalism are incorporated in the unit plans furthering their explicit use within the written and taught curriculum.  C3 (Major) - The leadership team and curriculum leaders with the staff develop a contextually appropriate definition of digital citizenship to ensure its common understanding and consistency throughout the planned curriculum.
Domain D - Teaching and assessing for learning	<b>D1</b> Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)	Meets	Meets	D1 - The teachers and support staff for their commitment and effort, both in and beyond the classroom, to instil learning purpose and support students' learning and well-being.	D1 - The curriculum leaders and teachers implement inquiry-based learning practices reflective of the school's learning definition to foster teaching and learning aligned with the school's guiding statements.
	<b>D2</b> There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)	Meets	Meets	None at this stage	None at this stage
	<b>D3</b> Teaching draws on a range of appropriate cultural and	Meets	Meets	D3 - The leadership and teachers for intentionally	D3 - The curriculum leaders and teachers seek ways to measure

	authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)			immersing the values of global citizenship in learning both in school and out of class supporting the school's guiding statements and student growth.	and assess students' development as global citizens and intercultural learners throughout the curriculum to monitor their progress and measure the impact of the programme.
Domain E - Well-being	<b>E1</b> The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities. (CORE)	Exceeds	Exceeds	Domain E Standard 1 (Major) - The entire school community for fostering an exceptionally inclusive, positive school culture of support, trust and mutual respect.  Domain E Standard 1 (Major) The leadership and staff for enabling further student voice, agency and leadership to foster student ownership and stewardship of their school.	None at this stage
	<b>E2</b> The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE)	Meets	Exceeds	Domain E Standard 2 (Major) - The leadership team and counsellors for developing and putting in place robust processes that foster student safety and well-being.	None at this stage
	<b>E3</b> The school ensures the physical and mental health and overall well-being of all enrolled students. (CORE)	Meets	Meets	E3 - The leadership and staff for their commitment to social and emotional learning across all grade levels fostering age-appropriate safety and well-being of all students at RISS.	E3 - The leadership team, along with the board, consider qualified full-time medical support on the school campus to maximise the medical care for the community.
Domain F - Staffing	<b>F1</b> The faculty and support staff are employed in sufficient numbers, and with appropriate experience,	Meets	Meets	F1 - The leadership team and board for creating leadership and school support staff	None at this time

	qualifications and competencies, and in accordance with the host country employment law and the CIS Code of Ethics. (CORE)			positions supporting the socio-emotional, academic and learning diversity needs of students.	
	<b>F2</b> Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)	<b>Meets</b>	<b>Meets</b>	F2- The leadership team for effectively implementing and following the safer recruitment policy and coordinating the recruiting process for new teachers and staff to ensure the safety and well-being of the community.	F2 (Major) - The leadership team and board complete and codify the recruitment and selection policy based on current procedures for secure hiring incorporating thorough background, reference, and criminal record screening for all prospective members of staff to ensure consistent, safe and ethical recruitment practice.
	<b>F3</b> The school provides for the professional development and/or training for faculty and support staff that relates to school priorities, addresses the needs of staff, and contributes to the development of student learning, well-being and global citizenship. (CORE)	<b>Exceeds</b>	<b>Exceeds</b>	F3 - The leadership team for developing a focussed professional development process in line with a culture of coaching that addresses performance and growth for all staff.	None at this time
	<b>F4</b> The performance evaluation system is defined and implemented for all faculty and other staff based on predetermined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities. (CORE)	<b>Meets</b>	<b>Meets</b>	F4 - The leadership team for creating and implementing a performance evaluation system, linking appraisal and professional development with the school improvement plan, that is supportive and beneficial to all staff.	None at this time
	<b>F5</b> Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently. (CORE)	<b>Meets</b>	<b>Meets</b>	F5 (Major) - The leadership and staff for creating, in a climate of local and global instability, a professional, collaborative, and respectful working environment for employees.	None at this time

Domain G - Premises, facilities, technology systems and auxiliary services	<p><b>G1</b> The school provides premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students. (CORE)</p>	Meets	Meets	<p>G1 - The facilities team for creating and maintaining a physical environment that is conducive to high-quality learning and teaching, well-being and safety.</p> <p>G1 The board and leadership for the creation of a Senior Campus promoting transparent and collaborative learning spaces with an environment for active learning and well-being for young adults.</p>	None at this time
	<p><b>G2</b> The premises have high standards of maintenance, cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)</p>	Meets	Meets	None at this time	G2 - The leadership team and board review the Junior Campus use of facilities, supervision and the schedule during lunch break to increase student resources access and further enhance well-being.
	<p><b>G3</b> The technology systems (infrastructure and data) support the school's teaching, learning and administrative needs and have appropriate and effective safety, security and confidentiality measures in place. (CORE)</p>	Meets	Meets	Domain G Standard 3 - The IT department for comprehensive technology planning that aligns with the growth and needs of technology for learning and school operations.	None at this time
Domain H - Community and home partnerships	<p><b>H1</b> Effective communications foster a productive home-school partnership and a positive learning community. (CORE)</p>	Exceeds	Exceeds	H1 (Major) - The entire school community for its efforts to build an inclusive, positive, respectful and caring school community where all stakeholders feel included, supported and informed.	None at this time

### Evaluator Response [overall response]

CIS would like to thank everyone involved at the Rotterdam International Secondary School for ensuring the Preparatory Evaluation went smoothly and efficiently and to offer further thanks to the students, parents, teachers, support and administrative staff and board and leadership who were generous with their time and honest in their answers to the many questions explored.

CIS is pleased to inform you that your school has been granted candidate status for CIS Accreditation. Congratulations to the leadership team and the school community on this achievement.

RISS has shown numerous strengths during the preparatory visit and evidence of school improvement since the time of the last CIS visit. Most notably, the school's strengths include:

- a community committed to their guiding statements
- a strong sense of community and family
- ongoing commitment to well-being, through the mission and core values
- a culture of collaboration and learning
- significant school progress since the previous accreditation

The preparatory report was clearly written. It addressed the criteria of each standard and provided appropriate supporting evidence. The school is very aware of its strengths, challenges and next steps. This report offers a realistic view of the school and clearly reflects the readiness of the leadership and staff to move the school forward with their self-study.

As a reminder for the self-study, consider the following when responding to the standards. With respect to the narrative, write explicitly to the criteria, keeping in mind the evidence and its purpose (intention, implementation, or impact). The latter is more appropriate for numerous standards at the team evaluation stage.

While the report offers both commendations and recommendations, the following are the main priorities:

- ensuring greater understanding and consistency of inquiry-based learning
- developing a contextually appropriate definition of digital citizenship to ensure its common understanding and consistency
- reviewing the specific components of the school's definition of Internationalism & Interculturalism to further their explicit use