

**WOODSTOCK SCHOOL
BOARD OF DIRECTORS**

STANDARDS FOR WOODSTOCK SCHOOL

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STANDARDS FOR WOODSTOCK SCHOOL

Woodstock School is celebrating the 150th anniversary of its foundation in 2004 and the 50th anniversary of its international accreditation in 2009. This period of time will therefore be a very significant one for the school in many ways. Not least is a focus by all of our school community on achieving the vision articulated in our 1996 long-range plan, that Woodstock should 'consolidate its credentials as a school of international distinction in South Asia.'

In this period between 2004-09, the Board's aim is that Woodstock will be recognised as an exemplary Christian, international, residential school in terms of the quality of its programme, staff, students and facilities, and in terms of the contribution of its students and alumni to the contemporary world. Woodstock will provide a broad education that takes advantage of its unique location in the Himalayan foothills of north India, of its outstanding music and arts traditions, and of its commitment to the values of service, underpinned by a rigorous, international college-preparatory curriculum. Woodstock will aim to produce outstanding young people equipped for leadership and service worldwide, with ethical and spiritual values stimulated by their encounter with the Christian life, character and tradition of the school.

To achieve these aims, Woodstock will bring together, in an atmosphere of respect, tolerance and inclusiveness, students from India, other countries in Asia, and from the rest of the World. Woodstock will recruit students from different ethnic, religious and economic backgrounds. It will enable a significant number of students to attend who would not normally be able to do so by a substantial scholarship programme based on merit and need. Woodstock is proud of its historic association with families who have served to build up and develop India and other countries in this region. In continuation of this tradition, the scholarship programme will focus mainly on children of families in service to their community or nation, in public life and public institutions, in church organisations and NGOs.

These affirmations represent Woodstock's vision and mission. This document represents the school's commitment to quality in the achievement of the vision and mission. 'Standards for Woodstock School' contains thirteen clear and simple definitions of what the Woodstock Board, administration, staff and students will do in every aspect of school life, to make Woodstock a school of distinction. Each of these Standard statements is supported by clear indicators of what is meant in practice, in a way that can and will be continually and publicly evaluated.

Woodstock was the first school in Asia to gain US accreditation and it has continued to be recognised by the Middle States Association through four re-accreditation processes, the most recent in 2004. In 1999, the full K-12 programme was accredited under the new 'Accreditation for Growth' protocol and Woodstock was also accepted for accreditation by the Commission on International and Trans-Regional Accreditation (CITA). Since then, Woodstock has actively sought to use the 'school improvement' focus of accreditation to support and inform its own wide-ranging programme of development. When MSA published its new, comprehensive set of 'Standards for Accreditation' in 2001, the school welcomed the challenge and the Board began a process to adopt the Standards as benchmarks for the school.

'Standards for Woodstock School' was the result. At the heart of this document are the twelve MSA Standards and the 151 indicators that amplify them. In addition, the school has added one whole new Standard, 'Student Residences,' and 164 new indicators that reflect the distinctive aspects and characteristics of Woodstock. The full document was adopted at the Annual General Meeting of the Board of Directors in October 2002, and was revised before the issue of the second edition, in summer 2004.

'Standards for Woodstock School' is now a comprehensive guide for the Board and its committees, and the administration and staff of the school, as we work together to bring into being the vision and aims described above. It demonstrates both within the school community and outwardly, for parents, alumni, friends and supporters of Woodstock, the school's commitment to quality and 'best practice' and illustrates what that means in every aspect of school life and work. The 'Standards' is a public document available to students, parents and our wider community. The Board will continue to keep it under review, so that it remains a living and relevant document.

The contribution of individual Directors, including staff, student and administrative representatives, as well as staff members in general, to the creation and development of this important document is recognized and warmly appreciated.

*David Jeffery
Principal
March 2004*

THE ROLE OF STANDARDS IN ACCREDITATION ACTIVITIES

In accreditation activities, standards have a number of important functions. They provide a succinct outline or description of what should be in place in a quality, accredited school and thus serve as an important school improvement tool. Standards are the primary criteria used by the accreditation Commissions, their advisory committees, readers, visiting teams and staff in making appropriate accreditation recommendations. Since the same set of standards is used with all accreditation protocols, these standards provide a consistent vision of "what quality looks like." Member schools are expected to meet all of the twelve Middle States standards, regardless of which accreditation protocol is used.

THE ROLE OF INDICATORS IN ACCREDITATION ACTIVITIES

Each standard also has a number of indicators listed. The purpose of the indicators is to amplify the standard and show possible ways that a school can demonstrate that a standard is met. The indicators are provided to the school and to the Visiting Team to show best practices for each of the standards areas. Middle States has provided a number of suggested indicators for each standard, but individual schools may also add other indicators of their own that may be more pertinent or useful in demonstrating that a standard is met.

Middle States Association has a highly diverse group of member schools and thus, multiple ways of looking at the standards are provided through the indicators. The indicators were developed to act as a guide for school improvement and it is hoped that the indicators cause schools to think deeply and seriously about ongoing school improvement.

It is possible (perhaps even probable) that a school will meet a given standard, yet deem a particular indicator related to that standard as inappropriate or unrealistic. It is also possible to "need improvement" in one or more of the areas identified by an indicator and still meet the overall standard. The indicators are designed to be useful guides for future planning and development. They are not intended to be used as a checklist.

From 'Middle States Association Standards for Accreditation' 2001

STANDARD 1: PHILOSOPHY, MISSION, BELIEFS AND OBJECTIVES

Woodstock will maintain clearly written statements of philosophy, mission, beliefs, and objectives that convey the general and specific purposes of our educational programs and that express expectations for quality. These documents will be appropriate for the groups served and will be periodically reviewed.

1. Woodstock's philosophy, mission, beliefs and objectives will be generally understood and accepted by the Board, staff, parents, and students.
2. Woodstock will provide opportunities for representative constituents of the community to offer input into the school's organisational philosophy, mission, beliefs, and objectives.
3. The philosophy, mission, beliefs, and objectives will be consistent with ethical norms and demonstrate respect for and acceptance of persons of all races, creeds, and cultures.
4. The philosophy, mission, beliefs, and objectives will be free of contradiction, ambiguity, and excessive abstraction and will be discussed by school authorities in terms of operation, action, movement, and direction.
5. The philosophy, mission, beliefs, and objectives will be appropriate for the students enrolled and the communities served.
6. The philosophy, mission, beliefs, and objectives will be periodically reviewed to ensure that the statements will be appropriate to the needs of the school community.
7. The school will take steps to ensure that stakeholders, potential parents, and future stakeholders understand and support the school's philosophy, mission, beliefs and objectives for which it has been founded, prior to enrolling their students in school.
8. The philosophy, mission, beliefs and objectives will be actively implemented and serve as the basis for daily operational and instructional decision-making as well as long-range planning.

CHRISTIAN CHARACTER

9. Woodstock School will maintain its character as an educational community, committed to Christian principles and its Christian heritage.
10. The Principal will have operational responsibility for maintaining the Christian character of the School.

SCHOOL AIMS AND OBJECTIVES

11. Woodstock aspires to be a model international school, setting benchmarks of excellence in terms of its staffing, programmes, resources, facilities and location.
12. Woodstock's programme will be a broadly based, college-preparatory programme.
13. Woodstock will aim to recruit the best-qualified students in terms of academic abilities and personal qualities within the recruitment categories set by the Board.
14. Woodstock will encourage students towards the achievement of standards of excellence in terms of student outcomes, personal achievements, achievement grades and external examination results and college placement.
15. Woodstock will aim to produce students who are equipped to cope with and contribute to the world into which they graduate.

RELEVANCE TO INDIA

16. Woodstock will develop programmes and classes that connect it clearly and firmly with its local context in India.
17. Woodstock will maintain intentional and sustained relations with local schools and other educational organizations and institutions.
18. Woodstock will develop outreach programmes in order to share its professional resources with other institutions.

STUDENT EXPECTATIONS AND CONDUCT

19. The school will set and expect from students the highest standards of conduct and integrity at all times.
20. The school will maintain systems and procedures to ensure that problems of student conduct are addressed immediately, effectively and appropriately
21. Woodstock will not permit the use/abuse by students of illegal or prescription drugs, alcohol or tobacco or its derivatives.
22. The school will actively promote student self-discipline, positive choices, healthy lifestyles, and mutually supportive and responsible relationships.
23. All students are expected to meet the requirements of the academic programme; in addition, students are expected to meet minimum requirements for participation in arts & music, sports, service and outdoor education.
24. The school will continue to review its programmes to ensure that opportunities are given to students to develop the necessary qualities, values, skills and attitudes represented by the Student Outcomes.

STUDENT BODY DEMOGRAPHY

25. In order to maintain a richly diverse and balanced student body, Woodstock will aim to recruit students in equal numbers from India, the rest of Asia and the rest of the world.
26. Woodstock will aim to ensure that at least one-half of the student body is from the national and international Christian community.
27. Woodstock will aim to recruit a total student body of 500, composed of a maximum of 300 High School, 150 Middle School and 75 Elementary School students (by 2005).

STANDARD 2: GOVERNANCE AND LEADERSHIP

The Directors and administration will work in partnership to ensure the integrity, effectiveness, and reputation of the school. There should be an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. The administration will provide a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day operations and the long-term future of the school.

1. The status of the school will be clear. No legal or proprietary ambiguities in ownership, control, or responsibility will exist. Partnerships and any corporate linkages will be expressed as enforceable agreements and will only be undertaken with the approval of the Board.
2. The school and the programmes it operates will be approved and recognized for their function by the civil authority within whose jurisdiction they are located.
3. The Directors, the administration and their representatives will act ethically, consistently, and fairly in all dealings with parents, students, staff, and the school and local communities.
4. The Board and administration will work cooperatively to establish and maintain clearly formulated written policies and practices that will be consistent with the school's philosophy, mission, beliefs, and objectives. These policies and practices will be regularly reviewed.
5. The Board and administration will maintain appropriate and constructive relations with parents, students, staff, alumni, the community and society, and with each other in the interest of serving the needs of the students.
6. The Board and administration will comply with all applicable statutes and governmental regulations.
7. The Board and administration will undertake operational, long range, and strategic planning aimed at accomplishing the school's philosophy, mission, and objectives.
8. The Board and administration will provide appropriate opportunities for trustee education, including orientation and training sessions so that all members understand their responsibilities and roles.
9. The membership and organization of the Board will provide the school with solid leadership, continuity, and effective support. The Board will think and act strategically, reflecting on its decisions and the consequences of its actions.
10. The Board will use a system for evaluating its own effectiveness in performing its duties.
11. The Board will focus its activities on selecting, evaluating, and supporting the Principal, policy development, planning, assessing the School's performance against agreed benchmarks, and ensuring adequate resources to accomplish the school's philosophy, mission and objectives. Directors will refrain from undermining the authority of the administration to conduct the daily operation of the School.
12. The Board will utilize a clearly defined performance appraisal system for the Principal. The appraisal will be conducted with the knowledge and participation of the Principal.
13. The Principal will be accountable to the Board and will be responsible for creating a productive learning environment and for the day-to-day operation of the school.
14. The administration will ensure that all school programs and activities will be adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
15. The administration will maintain timely and open communication with the school community.
16. The administration will stay well informed of educational developments.
17. The administration will ensure that all statements and representations relating to programmes, services, and resources will be clear, accurate, and current.

SCHOOL LEGAL STATUS

18. Woodstock School will maintain its status as an educational, charitable, non-profit Society registered in India.
19. The name of the Society will be 'The Board of Directors of Woodstock School'.
20. The membership of the Board of Directors will be elected according to the requirements of its constitution for the expertise and skills they contribute, including members from the main groups of stakeholders.
21. The work of the Board will be governed by the Constitution and Bye Laws.

STANDARD 3: ORGANIZATIONAL DESIGN AND STAFF

The organizational structure of the school will provide the vehicle for carrying out the established philosophy, mission, beliefs, and/or objectives of the educational program and support services. A clearly defined set of reporting relationships will exist and administrative, instructional, and support staff will be qualified, competent and sufficient in number to allow the effective delivery of quality education to students. On-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration will be evident.

1. A clearly understood table of organization for the school will exist with written job descriptions that specify levels of responsibility, performance criteria and reporting relationships.
2. Administrative, faculty, residence, support staff and service employees will be qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, student activities, and the students enrolled.
3. Staff members will possess the qualifications of education, preparation, experience, and commitment that contribute to effective learning and residence life. Staff members will be assigned to work by reason of their training and/or expertise.
4. Designated, qualified leadership will provide coordination and direction for the instruction, activities, residence life and services the school provides.
5. The school leadership and staff will work cooperatively to create a climate for teaching and learning that fosters the attainment of the school's philosophy, mission, beliefs, and/or objectives.
6. Personnel policies and regulations for the operation of the organization will be in writing and available to all staff and service employees.
7. Procedures will be in place for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment, professional satisfaction, and good general morale among all segments of the school's staff and service employees.
8. A clearly-defined system of appraisal for administration, staff and employees will exist that is based on predetermined criteria. It will be conducted with the knowledge of the individual member and reported in writing. Individual members will have an opportunity to discuss and appeal any aspects of the appraisal.
9. School leadership will support a comprehensive program of professional development for all staff that addresses school-wide learning expectations and specific student needs by allocating appropriate time and resources.
10. Staff development programs will be developed following needs assessment with appropriate input from school personnel in their planning and evaluation.

STAFF RECRUITMENT

The school will aim to recruit the best staff available for any given position, in terms of qualifications, experience and commitment to the philosophy, policies, aims, mission and Christian character of the school

11. The school will maintain an appropriate balance between national and expatriate staff.
12. The positions of Principal, Deputy and Assistant Principal and Chaplain will be Board appointments and appointees must be members of a Christian Church. These appointments can only be made by a resolution of the Board.
13. The Principal will make all other appointments.
14. The school will run an orientation programme for all new staff, including induction into school philosophy and policies and orientation for expatriate staff on Indian culture.

STAFF COMPENSATION AND BENEFITS

15. The Board will aim to bring compensation levels in line with comparable peer schools in India and to review benefits on a regular basis.
16. The school will aim to provide expatriate contract staff members prorated, post employment benefits designed to provide the same level of contextual security extended to those who retire in India.

STANDARD 4: EDUCATIONAL PROGRAMS

The educational programs will consist of both carefully planned and well-executed curriculum programs that include appropriate content standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs will be adequately financed, periodically reviewed, and mission-appropriate. They will be developed to meet and address the needs of students and designed to produce student learning at all levels. Effective policies and practices will be in place, along with instructional materials, technology, and equipment that are appropriate, current, functional, and well maintained. Educational programs will be aligned with the requirements of external examination boards, including the Association of Indian Universities, as necessary and will be supported by adequate record-keeping and good communication.

1. The educational program (including curriculum, instruction, and assessment) will be clearly defined, approved by the Board, and will be consistent with the philosophy, mission, beliefs, and/or objectives of the school.
2. The educational program will define desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.
3. There will be written curriculum guides which are current, functional, available, and in use. They will define the scope and sequence of the educational programme as well as program objectives and reflect sound approaches to teaching and learning.
4. Resources required to implement the educational program will be available and utilized.
5. Instructional materials will be up-to-date, sufficient, and appropriately supported through adequate funds provided in an annual budget.
6. Consideration will be given to the ages and varying levels of ability of students and the instructional programme will be designed to meet students' needs in accord with the school's philosophy, mission, beliefs, and/or objectives.
7. Curriculum and instruction policies and procedures will provide direction to the staff and administration in the development, implementation, and improvement of the educational programme.
8. Provision will be made for both horizontal and vertical articulation and coordination among and between the levels within the school.
9. Admission and placement procedures will be well defined, well administered, unbiased and equitable.
10. The educational programme, school policies and procedures and other pertinent information relating to the student will be available in printed form to students and parents.
11. The Early Childhood Programme and instructional activities in literacy and number skills will be based on current knowledge of child development and learning.
12. Materials, equipment, activities, practices, and expectations will be developmentally appropriate for young children.
13. The Early Childhood Programme will provide readiness for future formal learning.
14. The Early Childhood Programme will offer opportunities for musical and artistic expression and appreciation.
15. The Early Childhood Programme will offer opportunities for the development of social skills in interaction with adults and peers.
16. The daily schedule will provide a balance of activities with attention to alternating periods of quiet and active play, large and small muscle activity, individual, small group, and large group activity, and child-initiated and teacher-initiated activity.
17. The Elementary educational programme will place emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for understanding.
18. The Elementary educational programme will provide instruction in English (including reading, speaking, writing, and listening skills), mathematics, science, social studies, health, physical education, and the arts.
19. The Elementary educational programme will provide experiences aimed at promoting critical thinking, reasoning, and problem-solving skills.
20. The Elementary educational programme will provide experiences that prepare students for successful transition to the Middle School.
21. The Elementary educational programme will offer opportunities for the development of social skills in interaction with adults and peers.
22. Students will learn study techniques and effective time management skills.
23. Students will receive instruction in library skills and the use of technology as a tool for learning.

24. The Middle and High School educational programmes will provide instruction in the basic subject areas of English (including literature/reading, speaking, writing, and listening skills), mathematics, the sciences, and social sciences.
25. Both programmes will provide experiences in the arts, health, world languages, and physical education.
26. Both programmes will provide experiences aimed at promoting critical thinking, reasoning, and problem-solving skills.
27. Students will learn effective techniques of study, research, and use of the library/media resources.
28. Both programmes will include instruction in effective uses of information technology and provide opportunities for application.
29. Both programmes will offer opportunities for the development of social skills in interaction with adults and peers.
30. Materials, equipment, activities, and expectations will be appropriate for the age group.
31. The school will provide activities and experiences that assist students in identifying their aptitudes and interests, self-decision-making and building self-worth.
32. Both programmes will facilitate a smooth transition from the Elementary School to Middle School, and from the Middle School to the High School.

ACADEMIC PERFORMANCE REQUIREMENTS

33. The school will set, implement and review minimum requirements for academic achievement and effort, and will maintain procedures to ensure that these requirements are understood by Woodstock students and parents.
34. The school will set, implement and review additional minimum requirements for academic achievement, effort, conduct and participation for all students receiving scholarships and will maintain systems to ensure that these requirements are understood by Woodstock scholarship students and their parents.

RELIGIOUS EDUCATION

35. The school will promote and encourage the spiritual and ethical development of all students through all aspects of its programme and student life.
36. The Board will appoint a Chaplain responsible for the religious life of the school community and for overseeing and co-ordinating programme elements.
37. All students will be required to attend morning assemblies, scheduled RE classes and Chapels, which will be conducted within the guidelines approved by the Board.
38. The RE programme will include the study of the Christian faith and of other world religions, in order to enable students to learn about other faiths and encourage mutual understanding and respect among students of different faiths.

ESL PROGRAMME AND SUMMER SCHOOL

39. The school will provide an ESL programme to support second-language learners in Grades 5-8
40. All new students will meet the requirements of attendance at ESL Summer School before their first semester.

STANDARD 5: LEARNING MEDIA SERVICES AND TECHNOLOGY

Learning media services and technology will function as important tools to enhance classroom instruction and other school activities. Well-organised information resources will be available to reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

1. Information resources and technology will be of adequate scope, quantity, and quality to support the total educational programme and encourage students and staff to broaden and extend their learning.
2. An information skills curriculum will be provided to enable students to develop research and information literacy skills.
3. Staff and students will be encouraged to offer input into the types, quality, and format of the information resources and technology provided.
4. Learning materials and technology will be maintained in a manner that makes them accessible to students and staff. They will be properly catalogued, housed, and periodically reviewed for relevancy.
5. Learning media centre and technology staff will be sufficient and appropriately qualified to provide effective service to students and staff.
6. Adequate orientation to the use of the learning media services, its resources, and equipment will be provided to staff and students and it will be the responsibility of all staff to continually upgrade their skills in this area.
7. Learning media services and technology will be appropriately supported through adequate funds provided in an annual budget.
8. Long-range planning activities will be in place to ensure that the school keeps pace with information and technological changes.

TEACHING AND LEARNING RESOURCES

9. Textbooks will normally be replaced on a five-year cycle. No textbook should be more than ten years old, unless an appropriate current text is not available.
10. Woodstock libraries will maintain adequate, current collections of materials (including book, journal and electronic media) for curriculum support in all subjects in the relevant school curriculum and for continuing staff development.
11. Woodstock libraries will maintain a wide, varied and age-appropriate selection of good-quality fiction texts for student personal reading.
12. Woodstock libraries will maintain a collection of non-fiction books and periodicals of general interest to students in the age-ranges served by each library.
13. The school will aim to develop collections of fiction and non-fiction texts in the languages or relating to the cultures of the countries significantly represented in the student body.
14. All texts purchased for the libraries will be of appropriate publishing quality and content and approved for purchase by the Library Committee.
15. The school will aim to set aside adequate funding to ensure that the Woodstock libraries are better than those of any comparable school in India.
16. The school will maintain a computer network that meets the educational and communication needs of students and the professional needs of faculty, residence and support staff and administration.
17. Woodstock will aim to be a model international school in terms of the use of information technology for learning and administration.

STANDARD 6: STUDENT SERVICES

The school will provide services to students that optimise their preparation for learning. Chief among these services will be guidance, including academic and personal counselling, and health services. Preventive and emergency health care services will be provided and health and safety policies will be clear and well understood. Other services that may be provided will include transportation, food service, certain services for special needs students, and admissions and placement.

GUIDANCE AND COUNSELLING SERVICES

1. The school will be sensitive to the non-academic needs of students and will have in place a process whereby the emotional and social needs of students are addressed.
2. Counsellors, administrators, teachers, and other staff will share responsibilities for providing guidance and support to students.
3. Counselling services will be well organized, will be in accord with the school's philosophy, mission, beliefs, and objectives, and will be under the leadership of qualified personnel.
4. (Individual) student non-confidential data will be current, comprehensive, and readily available for use by the staff and parents where appropriate.
5. Follow-up studies of graduates and other former students will be carried out, and the resultant data will be shared with staff to help in determining the effectiveness of school programmes.
6. Guidance services will include both individual and group counselling activities. Career awareness will be provided at upper Elementary, Middle, and High School levels.
7. Guidance services will extend into and interact with community services as needed.
8. The school will provide college guidance counselling to students wishing to study in India, USA, UK and Korea, and will provide general guidance and support for students applying for College places in other countries.

HEALTH SERVICES

9. Guidance services will work directly with students in meeting their academic needs and post-high school planning and will communicate with parents where appropriate.
10. A clear distinction will be maintained between staff acting in support of students under the role of mentor/advisor and that of the personal counsellor providing professional counselling services.
11. Health services will be provided to meet basic health needs and handle medical emergencies.
12. An established written policy for faculty members to follow in handling accidents or illnesses will be available. Staff and administration will be familiar with safety and evacuation plans.
13. Health records will be maintained securely, accurately and in good condition.
14. Training will be made available for staff in CPR and first aid and will be required of staff in key positions such as, residence staff and supervisors.
15. The Health Centre staff will inform the faculty and parents (where appropriate) about serious health or physical needs that may exist in the student body.
16. Working relationships with local health service providers will be positive and organised so as to support and supplement the health services offered by or available at the school.
17. The instructional programme will include opportunities for students to develop knowledge, attitudes, and practices necessary to meet the present physical, mental and emotional health needs of youth and society.

TRANSPORTATION SERVICES

18. Transportation needs of students will be met and will be provided for through prudent oversight.
19. Safety concerns for pick-up and drop-off of students travelling to and from the school will be effectively addressed.

FOOD SERVICES

20. Food services and functional, hygienically maintained areas for students to consume food will be provided.
21. Information on nutrition, and, when needed, counselling on the nutritional merits of the food the school serves or the students prepare will be provided.
22. Food services will provide meals that meet the nutritional requirements of a balanced diet.

SERVICES FOR SPECIAL NEEDS STUDENTS

23. Psychological, social, and psychiatric services will be available to students through school or community-based services.
24. Effective procedures will be established for identifying and addressing the special needs of students with learning differences, insofar as this is consistent with the aims, objectives and capacity of the school.

ADMISSIONS AND PLACEMENT

25. Woodstock will have a well-defined, published admissions process with criteria upon which admissions decisions are made.
26. Those wishing to enrol at Woodstock will be clearly informed of the philosophy, mission, beliefs, and objectives of the School, the nature and extent of educational programmes and services available, tuition and fees, and the expectations of students for satisfactory performance.
27. The school will accept students for whom there is a reasonable expectation of success from the programme as appropriate and interpreted by law.
28. The Admissions Office will seek appropriate means to actively market the school amongst its target constituencies and will maintain, implement and evaluate an annual student recruitment plan.
29. The school will contract with KWI to act as marketing and recruiting agent for the SAGE study-abroad programme.
30. The Admissions Committee will consider students for places solely on the basis of merit and suitability.

SCHOLARSHIP PROGRAMME

31. The school will maintain a needs-based scholarship programme.
32. Woodstock will have a well-defined, published scholarship process with criteria upon which decisions are made.
33. Grant recipients will be expected to demonstrate and maintain high standards of academic performance, participation and conduct.

STANDARD 7: STUDENT LIFE AND STUDENT ACTIVITIES

A healthy atmosphere will exist for day and/or boarding students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life will be provided. There will be an adequately financed student activities program that fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.

1. Relationships between staff and students will demonstrate respect, fairness, and understanding.
2. Student life will be organized in a manner that provides students with the opportunity to experience responsibility, initiative, leadership competencies, time management, cooperation, self-direction and personal accountability.
3. Woodstock will provide activities that are non-discriminatory, supplement the regular classroom instruction, and contribute to the academic, physical, spiritual and social development of students.
4. Provision will be made for students, staff, and community to offer constructive input to the school's student life and student activities.
5. Woodstock will maintain a desirable balance among academic, social, co-curricular, and service activities and ensure appropriateness according to the age, development, needs, and interests of students.
6. The student activities programme will receive adequate financial support, and finances will be under the control of the administration.
7. Staff members, parents, and others who participate in student activities will be suitably qualified and provide appropriate supervision to students.
8. In the student residences, provisions will be made for healthy relationships with adults in loco parentis, for student privacy, for recreation, and for religious practice as appropriate.
9. Continuous and responsible supervision by qualified adults will be provided for all residential students.

STUDENT LEADERSHIP AND DECISION-MAKING

10. The school will provide regular opportunities for training and mentoring for all students serving in a representative capacity on behalf of the student body.

RELIGIOUS LIFE

11. The school will ensure that students involved in activities of a religious nature outside of the school programme are safe and secure and that the activities are compatible with school commitments and schedules.
12. The assembly and Chapel programme will be broadly based on the Christian faith and will aim to develop the spiritual and ethical life of the school community.
13. The compulsory elements of the programme will be designed to be inclusive of students from other religious backgrounds and/or commitments.
14. The school will provide voluntary opportunities for students to develop their understanding of the Christian faith through personal spiritual direction, group activities, meetings and retreats.

MUSIC AND PERFORMANCE ARTS PROGRAMME

15. Woodstock's music programme will aim to be an exemplary school programme in India in terms of breadth of musical genres, number of ensembles, resources available, and extent of student involvement.
16. The school will offer music students the opportunity to participate in ensembles at an appropriate level in western classical, western contemporary, jazz, choral and Indian music and dance.
17. The school will provide a Drama programme that includes both curricular teaching and extra-curricular opportunities for students to perform and produce quality plays for the school and larger community.

SPORTS PROGRAMME

18. The school will provide an intra-mural sports programme to enable each student to participate in at least one sporting activity.
19. The school will organise a balanced programme of Inter-School competitions and tournaments.
20. The purpose of the sports programme will be to develop physical fitness and strength, teamwork skills and qualities of character.

OUTDOOR EDUCATION PROGRAMME

21. All students will participate in an integrated and developmental Outdoor Education programme that is focused on the following four themes: Expeditions and Hikes; Ecology and Environment; Sustainable Development; Community and Culture.
22. Woodstock will establish and maintain a fully equipped Outdoor Education Centre with appropriately trained personnel, as a base for the OE programme.
23. The Hanifl Centre will develop programmes and opportunities for visiting organised groups of students and alumni and members of related organisations.
24. The OE programme will give every student an opportunity for structured and safe off-campus educational experiences at an appropriate level of challenge throughout their career at Woodstock.
25. Woodstock will organise and run an annual Activity Week for all students based on and supportive of the aims and objectives of the OE programme.

SERVICE EDUCATION

26. Woodstock will promote the value and practice of service amongst its students. All students from Grade 7 to 12 will participate in a Service Learning programme appropriate to their age and experience.

STANDARD 8: FACILITIES

The school facilities, consisting of the site, building(s), and equipment, will provide a safe, well-maintained, accessible, physical environment that supports optimal student achievement. The School facilities will be appropriate to implement the stated philosophy, mission, beliefs, and/or objectives of the school.

1. All grounds, buildings, furnishings, and equipment will be sufficiently maintained to meet the school's philosophy, mission, beliefs, and objectives, including achievement of desired student learning outcomes.
2. Facilities and equipment (including residential facilities) will provide for the health and safety of students and staff, will be regularly inspected for effective operation, and meet all code requirements for all health and safety issues including safe access and egress.
3. Students and staff will be trained in safe occupancy and use of facilities (such as through emergency drills).
4. Facilities will offer a variety of spaces for providing high quality programmes and services and include appropriate accommodation for instruction, administration, conferences, student activities, and student services for all segments of the school population.
5. School and class sizes will meet student needs and effectively utilize the intended capacity of the facility.

STUDENT RESIDENCES

6. Student residences will be staffed at a ratio of no more than 25:1.
7. The school will aim to reorganise student residences into self-contained units of a maximum of 45 students to a unit.

STAFF AND EMPLOYEES RESIDENCES

8. The school will aim to provide a sufficient number of staff residences in order to provide accommodation for all full-time staff members.
9. The school will aim to provide a range of different types and formats of staff residences in order to respond to the different needs of various groups of staff.

SERVICE INFRASTRUCTURE

10. The school will maintain its own systems for electricity and water supply as back up for Municipal services.
11. The school will develop and maintain adequate and safety systems for the disposal of waste and sewage, including recycling systems where possible.
12. The school will work to ensure the protection and improvement of the natural environment of the campus, including the protection of the forest.

STANDARD 9: HEALTH AND SAFETY

A safe and healthy environment for teaching and learning will be provided. Both preventive and emergency health and safety procedures will be clear and well documented. The school environment will be productive and orderly.

1. Adequate written provisions will be made to account for the students and maintain their health and safety.
2. A clearly defined written code of student conduct will support a safe and orderly environment that will be conducive to learning and will be understood by students, teachers, and parents.
3. Woodstock will make provision for adequate health care, including emergency health care and health care at school functions that take place away from the school premises.
4. The school will have a written student health policy that includes medical examinations for all entering students, immunization against common diseases, and the maintenance of comprehensive health records.
5. The school will have satisfactory procedures for evacuating school buildings, for summoning assistance in case of fire or other emergency and for accounting for all students and staff during drills and emergencies.
6. The school premises will be maintained in a safe and healthy condition and meet appropriate building codes and regulations and fire safety standards, including fire extinguishers, a satisfactory fire alarm system, and other safety devices.
7. The school will have a plan in operation that provides for regular health and safety inspections of the school site, which includes the employees' quarters and the general environment.
8. Written procedures, including crisis management plans, will be in place and training programmes and emergency drills will be conducted to prepare students and staff to respond effectively to emergency situations at the school as well as during off-site programmes.
9. The school will ensure a safe supply of drinking water for students in school and in the residences.

STANDARD 10: FINANCES

Financial resources will be sufficient to provide the educational opportunities defined in the school's philosophy, mission, beliefs, and/or objectives. The business practices of the institution will promote confidence in the organization's ability to manage fiscal and material resources in a responsible manner and to follow prescribed budgeting and accounting principles.

1. The Board and the administration will exercise prudent control over all financial operations, following internationally accepted accounting principles and annual independent audit practices.
2. Annual audits will be conducted by a qualified and reputable external agency.
3. The instructional programme and supporting services will be developed in accordance with suitable short-term and long-range financial plans.
4. Financial resources to attain the organization's philosophy, mission, and/or objectives will be available and utilized appropriately.
5. Stakeholders will have opportunities to provide input into financial plans and staff will be involved in the determination of priorities for instructional needs.
6. The organization, in accordance with written policies and sound business practices, will be accountable to all appropriate segments of the school community.
7. Levels of income and expenditure will be in appropriate balance. Finances will be currently stable, and projections will indicate continuing stability.
8. Those enrolling students in the institution will be informed in advance of the financial obligations for attendance.
9. Financial policies and systems will be designed to ensure conformity to the principles of transparency and accountability.
10. The school will maintain adequate and documented systems and procedural controls to ensure the appropriate and effective use of all financial resources.
11. The school will aim to set aside reserves adequate to cover its statutory obligations, capital projects, student financial aid endowments, and major contingencies.

FEES AND CHARGES

12. Woodstock will maintain two separate fee structures, in \$US and IRS. The Rupee fee will be charged to parents who are citizens of SAARC countries resident in those countries and earning income in local currency. All other parents will be charged the \$US fee.
13. The Board will review the fees on a regular basis in order to maintain each fee structure at a level comparable with that of similar institutions.
14. Students on scholarships may receive a reduction in Establishment Fee and Security Deposit.
15. The composite annual fee will cover the cost of tuition and boarding and additional fees will not be charged for compulsory elements in the programme.
16. Annual fees will be set at a level, which produces sufficient annual income to cover the operational costs and to provide an annual surplus for reserves.
17. Separate fees will be charged for voluntary programmes such as the Music programme.
18. Students will be charged a once-only non-refundable capital fee (Establishment Fee) in the first year of enrolment.
19. The school will require an initial Security Deposit equivalent to half of one semester's fees to be retained by the School until 60 days after the student graduates or leaves.
20. The Security Deposit is refundable without interest and the school has the right to use the interest towards the cost of development of student facilities.

STANDARD 11: ASSESSMENT OF STUDENT LEARNING

The assessment of student learning outcomes will enable students to monitor their own learning progress and allow teachers to adapt their instruction to the specific learning needs of students. The school's effectiveness will be assessed by examining areas such as student learning and performance, programme evaluation, performance results for support services, graduate success, and client satisfaction. Results will be used to develop strategies for improving service and program quality. Assessment results will be communicated appropriately to parents/guardians, students, staff, and community.

1. Woodstock will identify specific criteria for assessing student learning and performance.
2. Woodstock will utilise appropriate and varied methods to assess student learning and performance.
3. Student progress at all levels will be regularly evaluated and accurately interpreted and reported in an understandable manner.
4. There will be evidence that students in the aggregate are achieving the expected learning outcomes at a level acceptable to the school community or progress will be made to raise achievement to that level.
5. Curriculum, instruction, and assessment will be aligned into a coherent system consistent with the school's philosophy, mission, beliefs, and objectives.
6. Assessment results will be used regularly in evaluating the effectiveness of the school's curriculum, instructional practices, and professional development in order to develop strategies for improving student learning.
7. All teachers and other appropriate school personnel will commit to, participate in, and share in the accountability for student learning.
8. Woodstock will communicate its assessment policies and practices to the total school community (e.g. via parent handbooks, website, teacher handbooks, policy manuals, etc.).
9. Assessment results will be analysed with appropriate frequency and rigor for
 - Individual students as they move through the school
 - Groups of students as they move through the school
 - Against comparable (national and international) groups outside of the school.
10. Assessment results will be used in making decisions regarding the allocation of resources.
11. Communication with parents/guardians regarding students' progress and needs will be regular, productive, and meaningful.
12. A monitoring system will be in place to provide current and longitudinal data on student performance and other outcomes.
13. Assessment of student learning will be the primary indicator for documenting the effectiveness of the overall school programme.
14. Student records will be complete and well maintained. General standards for transcript control and use will be known and observed.
15. Commonly held norms relating to academic credit and recognition, grade placement and testaments to academic competence will be practiced.
16. Ongoing assessment will serve as the basis for continuing curricular and instructional development.
17. Teachers in all grades will provide students and/or parents with printed assessment criteria/rubrics stating the basis on which assessments are made for each topic/quarter and the expectations of student performance at each assessment grade level.
18. The Middle School will regularly assess its grading standards and learning experiences and will use external tests as part of the process to validate these standards.
19. The School will offer IGCSE and AP external international examination syllabuses in Grades 9-12.
20. Students will be prepared for IGCSE examinations at the end of Grade 10, including compulsory entry in English Language, Maths and a Science subject.
21. The school will prepare the student for the Indian Mark sheet and/or external international examinations by the end of Grade 12.

STANDARD 12: PLANNING & DEVELOPMENT

The school will make use of strategic, long-range, and operational planning to continuously improve its educational programs and services. Improvement plans will focus on student performance and organizational growth and engender continuous improvement across all aspects of the school organization. Externally validated processes for evaluation and strategic planning will be continuously maintained. Systematic data analysis regarding student performance coupled with analyses of instructional and organizational practices will ensure alignment with the school's philosophy, mission, beliefs, and objectives. Trends in outcomes and results will be projected and goals of demonstrated strategic merit will be identified.

1. The administration will maintain a written ten-year strategic plan, including a financial and facilities plan, which will be available to the school community. Where appropriate, it will be approved by the Board.
2. School leadership and staff will plan, organize, manage and support an ongoing school improvement process, related to the requirements of accreditation, that will have broad-based school community participation and commitment.
3. Woodstock will provide opportunities for representative elements of the school community (specifically, students, parents and alumni) to offer input into the school's strategic plan.
4. A major focus of school improvement plans will be enhanced student achievement and performance.
5. Planning information will include historical data, baseline information, trend data and projections. Data-driven decision-making will enable the Board and administration to make critical judgments with confidence.
6. Periodic review of school improvement plans will be conducted to determine the extent to which outcomes meet expectations and so that corrective actions can be initiated.
7. Public information about changes or developments in school philosophy, mission, beliefs, objectives, programmes, and plans will be disseminated.

STANDARD 13: STUDENT RESIDENCES

The student residences will provide a safe, healthy and caring community life for boarding students that will support and encourage their success in the school programmes and provide an environment for personal, social, ethical and spiritual growth. Residences will be organised in such a way that students can identify with a specific group of peers and staff members who are committed to their welfare. Policies and procedures will be in place, and available for parents, to guide all aspects of residence life, to direct effective communication and coordination with school and programme administration, and to ensure that necessary and adequate attention is paid to students' needs at all times. The school will provide appropriate staffing, facilities and resources at the required levels to support a balanced and healthy residential life.

(The indicators in this section do not derive from MSA documents but from the UK National Care Standards Commission guidelines on 'Minimum Standards for Boarding Schools'. For this reason, the language of the document may be different in places from the rest of this document and there is some overlap with other Standards and indicators in this booklet. Because of the significance of boarding life in this residential school, the Directors have decided that there should be a separate section for residence standards. However, section headings are consistent with the other Standards.)

PHILOSOPHY, MISSION, BELIEFS AND OBJECTIVES

1. Woodstock will prepare and maintain a suitable statement of the school's boarding principles and practice.
2. All policies and procedures will be developed consultatively and communicated or made available as appropriate to parents, boarders and staff.
3. The school will have and follow a clear policy on communication with parents.
4. The Principal, or a senior member of the school's staff, will regularly monitor the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.
5. All aspects of boarding life will be directed and managed in such a way as to be consistent with the school's values, including staff-student relationships, relationships between students, and student life-style. Student life-style, including the range of personal possessions that students bring and the level of personal spending while at school, will be governed by the school's commitment to ethical and responsible living in a diverse community.

ORGANISATIONAL DESIGN AND STAFF

6. There will be a clear management and leadership structure for the student residences, and management staff will be appropriately and adequately trained in the practices and development of boarding in the school.
7. The management structure will include arrangements for regular communication and coordination between faculty and residence staff concerning the welfare and progress of individual students.
8. The organisation of student residences will operate satisfactorily and provide appropriate protection and separation of boarders by grade and gender
9. The staff supervising boarders outside teaching time will be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.
10. All residence staff will have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.
11. All residence staff will be provided with up-to-date written guidance on the school's boarding policies and practice.
12. Staff supervision of boarders will avoid intruding unnecessarily or inappropriately on boarders' privacy.
13. Staff will be present, and accessible to boarders as necessary, in each student residence at night.
14. Boarders temporarily away from the school site will remain under the overall responsibility of a duty member of staff, and will be able to contact a member of staff in an emergency.
15. The school will develop appropriate checking procedures during recruitment for all staff and volunteers who work with boarders, including reference checks with previous employers, with a satisfactory outcome. There will be a satisfactory recruitment process recorded in writing.
16. The school will insure that arrangements are in place for the pastoral care and supervision of residence staff.

STUDENT SERVICES

17. The school will have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments.
18. The school will have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with statutory requirements, and is known to staff and as appropriate to older boarders in positions of responsibility.
19. The school will have, and follow, an appropriate policy on countering major risks to health, including substance abuse.
20. The school will have an effective policy that clearly defines and describes the procedures for countering bullying, which is implemented successfully.
21. The school will have, and follow, an appropriate policy on responding to complaints from boarders and parents.
22. The school will maintain a comprehensive manual of policies and procedures covering all aspects of residence life, available for Residence Supervisors and staff.
23. Adequate records will be kept in relation to individual boarders' health and welfare needs and issues.
24. Significant health and personal problems of individual boarders will be identified and managed appropriately.
25. Appropriate first aid and minor illness treatment will be available to boarders at all times, with access to medical, dental and optical services as required.
26. Boarders who are ill will be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.
27. Meals will be provided to boarders which are nutritionally balanced, adequate in quantity, quality and choice, and provision will be made for special dietary, medical or religious needs.
28. Boarders will have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable time in addition to main meals.
29. Local guardians (and parents regularly taking other students OB) will be subject to agreed checks on their suitability and their care of students will be monitored.

STUDENT LIFE AND STUDENT ACTIVITIES

30. There will be an appropriate process of orientation and guidance for new boarders.
31. Within the school, there will be no inappropriate discrimination on grounds of gender, race, religion, cultural background, linguistic background, or academic or sporting ability. These factors will be taken into account in the care of boarders, so that care is sensitive to different needs.
32. The relationships between residence staff and students in the residences will be sound and healthy.
33. Each boarder will have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.
34. The school will have, and follow, a policy on student spending that is consistent with the commitment to an affordable and unostentatious life-style for students.
35. Reasonable protection will be provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.
36. Boarders will be able to contact their parents and families in private.
37. There will be an appropriate range and choice of activities for boarders outside teaching time.
38. Identifiably high-risk activities provided for boarders will be competently supervised by adequately trained staff and accompanied by adequate and appropriate safety measures.
39. Boarders have opportunity to contribute views concerning the operation of boarding provision.
40. Boarders will have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.
41. The arrangements for student leadership will give student leaders appropriate specific duties and responsibilities, with adequate training, staff supervision and measures to counter possible abuses of the role.

FACILITIES

42. Student residences and other accommodation provided for boarders will be appropriately lit, heated and ventilated, suitably furnished, and adequately maintained.
43. Boarding accommodation will be reserved for the use of those boarders designated to use it, and protected from access by the public.
44. Sleeping accommodation will be suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, grades and from accommodation for adults.
45. Suitable facilities for both organised and private study will be available to boarders.
46. Adequate toilet and washing facilities will be readily accessible to boarders, with appropriate privacy.
47. Boarders will have access to a range and choice of safe recreational areas, both indoors and outdoors.
48. Adequate laundry provision will be made for boarders' clothing and bedding.

HEALTH AND SAFETY

49. Boarders and residence staff will be aware of emergency evacuation procedures from the student residences. The school will comply with recommendations of the Emergency Services (where available), and will regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests mandated by the Board of Directors.
50. Indoor and outdoor areas used by, or accessible to, boarders will be free from reasonably-avoidable safety hazards.
51. Any lodgings, other than Woodstock student residences, arranged by the school to accommodate students provide satisfactory accommodation and supervision, will be checked by the school before use, and monitored by the school during use.
52. Any off-site short-stay accommodation arranged by the school for any of its boarders will provide satisfactory accommodation and supervision, will be checked by the school before use (although this may not be feasible when accommodation is in private households), and will be monitored by the school during use.

David Jeffery
Principal
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