ARRAY
GLOBAL EDUCATIONAL SERVICES

Institution Handbook

18 March 2022

Dear Array Global Institutions,

Array Global Educational Services Inc. is a not-for-profit organization located in the United States. The directors of Array Global have over 100 years of experience in education and over 50 years of those working with all types of institutions throughout the world. Further, the directors have worked with various accreditation bodies, consulted with institutions throughout the world and have provided professional development.

We are excited to share with you and your teachers, students, and parents our collective experience and knowledge. We strongly believe that our mission statement defines who we are and what we do:

> "Partnering with institutions in their improvement efforts to ensure students are prepared for a global society."

Our focus and goal is to help all institutions improve and we believe that when institutions improve, communities improve, and when communities improve our world improves. We are focused on ensuring all students have a quality education so they can in turn improve the world.

This handbook is arranged to answer general questions you might have and to provide clear information regarding expectations for accredited and certified programs in Array Global institutions. Please read this handbook carefully so that you are aware of our policies and procedures, expectations, visit information, and institution improvement process. By understanding and complying with these policies and procedures, together we will be able to create an environment in each institution designed to promote the greatest academic success for each student.

As always, we are here to help, please reach out to any Array Global administrator if you have any questions or concerns.

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HANDBOOK OVERVIEW

The material covered within the Array Global Institution Handbook is intended as a method of communicating to institutions regarding general information, policies and procedures, visit information, and how to develop an institution improvement plan.

Any information contained in this handbook is subject to unilateral revision or elimination, from time to time, without notice.

General Information

MISSION STATMENT

> "Partnering with institutions in their improvement efforts to ensure students are prepared for a global society."

PHILOSOPHY

PARTNER

We work with institutions and institutional leaders as partners. We believe that we all desire the same thing--the best institutions possible. We want to partner with all institutions and institutional leaders as colleagues.

INSTITUTIONS

We work with many categories of institutions—international, distance-based, vocational/career, national, K-12, Primary, Middle Schools, High Schools and other educational institutions that want to improve. We work with and accredit institutions in several countries including the United States.

IMPROVEMENT EFFORTS

We strongly believe that real institution improvement is best demonstrated by whether or not the students are learning and growing, in both academic and character development.

STUDENTS

We believe that we should expand the definition of "students" to go beyond the ones who sit in our classrooms and include ourselves, as we all must be constantly learning. We are all students--we learn from each other. It is only when we realize that learning never stops for any of us that we can truly inspire the students in classrooms to treasure the value of learning.

GLOBAL SOCIETY

Our world has recently been made tragically aware that we really do need to understand each other and work together to make a better world. Opening our eyes and the eyes of our students about the world in which we live--with its tragedies, successes, and various cultural norms, will help us all become more open and accepting of everyone.

Board of Directors and Administration

Executive Director and Member of Founding Board ....Dr. Ray Lindley

Associate Executive Director and Member of Founding Board..........Dr. Jacob Francom

Member of Founding Board ....Dr. Salam Noor

INFORMATION FOR INSTITUTIONS

Accreditation Services

Array Global provides accreditation and quality assurance services to institutions throughout the world including:

- International institutions

- National institutions

- Distance-based education institutions and programs

- Non-degree granting post-secondary vocational and career institutions

PROVISIONAL ACCREDITATION

Provisional accreditation is the beginning of the formal accreditation process. Provisional accreditation can occur as soon as the institution demonstrates that the Array Global standards are met. Upon successfully completing the provisional accreditation visit, an institution will be accredited for one year as it prepares for the full accreditation visit. Steps for provisional accreditation include:

1. Complete and submit the application to Array Global Accreditation, accompanied by the application fee and annual fee.

2. Complete and submit the Provisional Accreditation Report.

3. Pay the visit fee one month before the accreditation visit.

4. Host a provisional accreditation visit to demonstrate that the institution is substantially meeting the standards for accreditation.

Upon recommendation of the Executive Director the length of terms of provisional accreditation can be adjusted.

FULL ACCREDITATION

Full accreditation is the culmination of the formal Array Global accreditation process. Upon successfully completing the full accreditation visit, an institution will be accredited for up to five years. Steps for full accreditation include:

1. Complete and submit the self-study

2. Pay the visit fee one month before the accreditation visit.

3. Host a site visit to demonstrate that the institution is meeting the standards for accreditation.

Upon recommendation of the visiting team, the Executive Director, and approval by the Board of Directors, a term of less than five years can be assigned.

MAINTAINING FULL ACCREDITATION

Array Global's goal of accreditation is institution improvement. All institutions receive Areas for Continuous Improvement and this does not mean that the institution is of poor quality. Array Global's goal is to help all institutions on their path of continuous improvement to provide a quality education for all students.

A Continuous Improvement Plan Report must be completed by the institution any time there are Areas of Continuous Improvement listed in the Accreditation Report following a full accreditation visit. The institution should use the Continuous Improvement Plan Report to describe and demonstrate the steps that were taken to complete each area of improvement required.

The institution should work closely with the Country Coordinator to complete the Continuous Improvement Plan Report.

A Continuous Improvement Plan Report is a written explanation for items that must be completed to maintain full accreditation. Areas of continuous improvement are regularly reviewed and followed-up by Array Global administration.

Institutions must follow the full accreditation cycle to maintain full accreditation including submitting the Full Accreditation Report and hosting a full accreditation visit at a minimum of every five years or as directed by Array Global administration.

Program Certification Services

Array Global provides certification services to Array Global accredited institutions and programs throughout the world including:

a. Science, technology, engineering, art, and mathematics (STEAM)

b. Science, technology, engineering, and mathematics (STEM) programs and institutions

c. Specialized education programs, i.e. special needs students, leadership, art, athletics, etc.

d. Academic Olympiads

e. Teacher training and certification (including International Board Certification)

f. Educational consulting companies

PROGRAM CERTIFICATION

An institution must be accredited by Array Global to be eligible for Program Certification. There is no minimum time a program must be in operation before being granted certification. Upon successfully completing the certification process, an institution will be certified for up to five years. Steps for certification include:

1. Submit the Program Certification Report.

2. Pay the visit fee one month before the site visit.

3. Host a Program Certification Site Visit to demonstrate that the institution is substantially meeting the Standards for Certification.

Upon recommendation of the visiting team and approval by the Executive Director, the Board of Directors, a term of less than five years can be assigned.

MAINTAINING PROGRAM CERTIFICATION

Programs must follow the certification cycle to maintain certification including submitting the Program Certification Report and hosting a Program Certification Visit at minimum of every five years or as directed by Array Global administration.

Accreditation and Certification Determination

The Directors shall be the sole body to determine an institution's accreditation or program certification status. The Directors receive and review the Accreditation Report and Program Certification Report to determine the accreditation and certification status of each institution. The Directors also prescribe appropriate actions and set up a schedule for future reports and visits.

Loss of Accreditation or Certification

An institution accredited or certified by Array Global can automatically lose accreditation or certification if one of the following occurs:

a. Substantial evidence has been found that the institution has violated one or more of the accreditation or certification standards.

b. Suspension of approval by the country in which the institution is located.

c. The institution closes (if the institution reopens, it must re-apply for provisional accreditation).

d. The institution has not paid the annual fees by January 1 of the current academic year.

e. Substantial evidence has been found that the institution or institution representative(s) misrepresents any information regarding the institution or Array Global.

f. The institution fails to substantially complete the areas of continuous improvement on the specified timeline from the Full Accreditation Visit.

g. The institution fails to host an accreditation visit on the scheduled date indicated by Array Global administration.

Accreditation or Certification Warned Status

An institution can be classified as "warned" if any of the following should occur and the notice has not been given to Array Global:

a. A change in ownership of the institution without contacting Array Global.

b. The institution has misrepresented its accreditation status.

c. The institution has moved to a different location without contacting Array Global.

d. A significant change in the institution's finances has occurred that could affect the institution's ability to provide the program for which it was accredited.

e. The institution is involved in any litigation that could potentially have an impact on the educational program.

The warned status will be removed upon the institution's satisfactory completion of the item(s) which placed the institution on warned status. Satisfactory completion will be determined by Array Global's administration.

High School Graduation Requirements

Students are expected to earn a minimum total of twenty-four (24) credits in order to satisfactorily complete United States' high school graduation requirements. The following are the credit requirements for grades 9-12:

4 Credits of English language arts

3 Credits of Mathematics

3 Credits of Social Studies

3 Credits of Science

2 Credits of Physical Education and Heath

1 Credit of Fine Arts

7 Credits of Electives*
*Requirements of the local government would be included in the electives.

CREDIT REQUIREMENTS:

> 120 hours of classroom instruction or equivalent* is required for each full credit/unit (0.5 credit equals one semester).

> *Equivalent to classroom instruction – research project-based learning, supervised field study, etc.

[Summary of Typical American Education Program Outline.](#)

Accreditation and Certification Appeals

Should an institution choose to appeal its assigned accreditation or certification status, it must put the appeal in writing, signed by the principal/owner and be sent to the Executive Director of Array Global. The standard relating to the appeal should be cited and the specific disagreement explained. If it is necessary for the Board of Directors to meet to consider the appeal, it must do so in a timely manner. The costs of the appeal shall be the responsibility of the institution appealing the decision.

Accreditation with Merit

Array Global wants to recognize and showcase institutions for their outstanding work by designating a program for "Accreditation with Merit". All institutions that have completed the five-year accreditation designation can apply for this award. These efforts will be showcased to other institutions and the community. Each institution that is recognized will receive special recognition that they can promote to all of their stakeholders.

The applications for this award will be sent to all institutions on March 1. The institution will be asked to describe a program or activity that had outstanding success that school year. Along with this, institutions will be asked to include documentation of that success. Programs or activities that demonstrate student growth and development will receive the highest consideration. The Array Global Board of Directors will review each submission at their annual board meeting and upon the board's recommendation the institution will be "Accredited with Merit" for the upcoming school year.

Awarded institutions will be recognized on Array Global's website, social media, and by a certificate recognizing the institution for its exceptional work.

Fees

Fees are established by the Array Global Board of Directors and are continually reviewed to ensure the Organization is meeting the needs of all institutions.

Institutions can pay fees through credit card or bank transfer. Institutions that will be visited by Array Global must pay in advance of the visit. (All fees are payable in U.S. dollars)

FEE SCHEDULE

TYPE	AMOUNT
Accreditation Application Fee (non-refundable)	$ 350.00
Accreditation Annual Fee (non-refundable)	$ 2,500.00
Provisional Accreditation Visit Fee (non-refundable)	$ 3,000.00
Full Accreditation Visit Fee (non-refundable)	$ 6,000.00
Stamping of one document (non-refundable)	Determined by the board each year.
Consulting Services Costs	Determined by the administration depending on services rendered.
Program Certification Annual Fee (non-refundable)	$1,000
Program Certification Visit Fee (non-refundable)	$ 3,000.00
Professional Association Annual Membership Costs	$100/member

In addition:

    a.   Visit fees are refundable if Array Global has to cancel the visit due to unforeseen circumstances or a reasonable cause or because of a natural disaster.

    b.   An institution will not receive Array Global services (visit report, stamping of documents, etc.) until fees are paid.

    c.   Fees may be changed at the discretion of the Executive Director.

    d.   Each September 15 Array Global invoices institutions for Annual Fees which are due January 1.

    e.   A late fee of fifty dollars ($50) for each month can be applied for annual fees if the institution does not pay by November 1. After that time a late fee may be applied and the institution may be placed on

Warned Status or the accreditation may be dropped and the Board of Directors will be notified.

f.   Institutions that apply for Array Global Accreditation after January 1st do not need to pay annual fees for the current institution year.

g.   Array Global invoices institutions for visit fees 60 days before the visit.

Appeals or Complaints Against Institutions

Any stakeholder (staff, student, parent, etc.) of an institution can initiate an appeal or complaint by submitting a signed letter to the Executive Director. Complaints must be accompanied by the name and address of the person(s) registering the complaint. The signed letter shall be accompanied by all correspondence between the complainant and the institution regarding the complaint. The complainant must have used the institution's complaint procedures prior to submission of the complaint to Array Global. Unless the complaint alleges a violation of a governmental law or accreditation standard, the complaint process outlined by the institution shall be determined as final. The Executive Director, will determine the process for responding to a specific complaint. The process may include:

a.   Notification to the institution.

b.   Request for a written response from the institution.

c.   Site visit to the institution.

d.   Any other investigation deemed warranted by the Array Global administration.

Limitations of Complaints Against an Institution:

a.   Array Global does not pursue anonymous or non-written complaints.

b.   Array Global does not adjudicate, arbitrate or mediate individual grievances against a program or institution.

Appeals or Complaints Against Array Global

Array Global staff and Board members have an obligation to respond to any complaints brought against Array Global by any party involved in the accreditation process or that

receives services. Any such complaint should be in writing, signed, and submitted to Array Global Executive Director.

The Executive Director will determine the facts surrounding the issue and attempt to resolve the matter(s) in a fair and equitable manner.

Complaints that cannot be resolved through this process will be considered and acted on at the next regularly scheduled meeting of the Board. The complainant will receive written notice of the final disposition of the complaint within fifteen (15) calendar days of this meeting.

Substantive Institutional Change

Institutions are required to inform Array Global of any substantive institutional change which could include change in administration, location, ownership, etc. Array Global may conduct a progress monitoring visit at the institution's expense to evaluate the institution's accreditation status.

Further, Array Global will regularly solicit reports from institutions, as it deems necessary, to monitor any substantive institutional changes which may need to be evaluated and explored.

Stamping of Diplomas / Transcripts

In the instance that a country or governmental body requires student transcripts and/or diplomas to be stamped by Array Global, the institution will be charged for the cost of the stamping including postage, processing fee and any other fees required for stamping.

Materials required to process the stamping of documents:

1. Copy of the institution's governmental licensure or approval.

2. Completed Institution Contact Information Form

3. Completed Student Information Form

4. Copy of the twelfth grade student enrollment document stamped by the institution and ministry.

5. Copy of students' external assessment scores (SAT, ACT, etc.).

6. Copies of any transcripts and transfer credits from other institutions attended.

7. Original document (transcript, diploma) submitted for stamping, stamped with the institution's seal.

8. Digital file (e.g. CD, USB, etc.) of institution information and copies of all documents (transcripts and diplomas) to be stamped.

9. A self-addressed and stamped envelope if documents are to be returned by mail.

10. Copy of receipt for paid stamping fees.

Upon receipt of the required materials, Array Global will authenticate, stamp and return the document(s) within 30 days.

In the review of transcripts if there are inconsistencies between grades and the performance on external assessments, Array Global may investigate and if deemed appropriate, deny certification of the document.

Annual Reports

Each institution will submit an annual report and include the following:

1. Demographic information.

2. Major changes that have gone on at the institution (facility upgrades, new curriculum, new administration, etc.).

3. Progress on Institution Profile and Institution Improvement Plan.

4. Areas for Continuous Improvement.

Transfer of Accreditation

Any applicant institution that is already accredited by another accrediting body approved by the Board of Directors, shall be allowed to transfer the currently held accreditation status with that body and receive reciprocity for that accreditation status. The duration of accreditation remaining from the transferred accrediting body will be accepted. The institution must submit an application and a copy of the last visit report from the other accrediting body. If Array Global determines that a site visit should occur, the institution will

be responsible to host and pay for that visit. Upon review and approval, the institution shall thereafter follow the policies and procedures of Array Global.

Reciprocity and Issuance of Credits

Each institution shall abide by the following and shall adopt policies and procedures for the acceptance of credits:

> a. Accredited institutions are required to accept credits from any institution accredited by Array Global.

> b. Accredited institutions are required to accept credits from any institutions accredited by any Array Global approved accrediting agency.

Logo Use Policy

The Array Global logos are the exclusive property of Array Global Educational Services Inc. However, Array Global allows accredited institutions and certified programs to use specific Array Global logos designed for accredited or certified programs in their publications and displays according to the following guidelines:

> 1. The logo must be used in its entirety and not modified, except that it may be reduced or enlarged as long as the scale of the elements is retained.

> 2. The logo may not be used by programs that have applied for, but have not yet received accreditation.

> 3. When non-accredited programs are included in the publication and/or display of materials using the logo, text must be included that makes it clear which programs are accredited and which are not.

> 4. The logo may be reproduced only in black and white or Array Global Blue (i.e. Red 0, Green 83, Blue 198).

> 5. Array Global retains the right to revoke or deny permission to use its logo for any reason.

Upon request and confirmation of acceptance of policy, Array Global will provide an electronic copy of the specific logo programs can use to demonstrate their accredited status.

Child Protection Requirements for Institutions

Array Global accredited institutions are required to demonstrate that their current policies, procedures, and personnel protect the health and safety of students. Institutions are expected to meet the following requirements to achieve and maintain Array Global Accreditation:

1. Comprehensive due diligence in screening and hiring which may include background and reference checks.

2. Documented policies and procedures that ensure the safety and welfare of all students.

3. Appropriate and clearly outlined actions if children are harmed, at risk of being harmed, or if allegations of harm to children are made.

4. Child protection training for all adults who work with students.

5. Child protection, including online safety, is included in the formal learning program for students.

6. Clear codes of conduct govern appropriate and acceptable behaviors for adult interactions with children and children's interaction with other children.

7. Compliance with the legal, ethical, and cultural expectations and requirements regarding child abuse within the jurisdiction in which the school operates.

Array Global supports the International Task Force for Child Protection (ITFCP) standards for child protection: https://ncpsa.org/itfcp-resources/

SITE VISIT

This information is given to help institutions know the specifics necessary to prepare for the accreditation or certification visit and ensure that the visit team has all the information to ensure an effective and smooth visit. It is important that the institution and visit team have common understanding of the visit arrangements.

If an institution needs help in developing a part of the school program, please reach out to Array Global administration. Array Global Consulting can help an institution with any aspect of the accreditation or certification preparation and institution improvement.

Please note that the travel to and from the country and lodging arrangements is the responsibility of Array Global and the cost for these is included in the visit fee. There are no extra charges for travel or lodging.

The steps the institution should take to prepare for the accreditation visit are:

Step 1   Create a self-study committee

If possible, a year prior to the institution's visit, the institution should create a Self-Study Committee and include administration, parents, and representatives from each grade level. Responsibility for completing the different sections in this self-study should be divided among the team members. The self-study should represent the Team's collective work and findings; it should not be the work of one or two individuals.

Step 2   Conduct the Self-Study

The Self-Study Committee reviews the indicators in each standard and gives a rating based on the rating framework. The Committee must be completely transparent in rating the institution to ensure that the self-study process is being followed and will have the most benefit on the institution's improvement efforts. Every institution will have strong areas and areas for improvement. By completing the

ratings, the Committee is able to commend the institution for the positive things taking place and focus on items for institutional improvement.

The completed self-study will be submitted to the Visit Team Chair one-month prior to the visit.

Step 3   Gather Items of Evidence

Evidence is documentation or items that substantiate the Self-Study Committee's rating for each indicator. The Committee will gather items of evidence for each indicator and organize them electronically in a separate folder for each standard. Listed after each indicator are possible items of evidence. The Committee should only choose items of evidence that will support the rating selected for the indicator. Items of evidence should be in English for international institutions and in the home-country language for national schools. The institution should ensure that the items of evidence are embedded into the institution program and used to provide a quality program. Items of evidence should not be simply copied and considered as adopted by the institution.

The electronic folders containing items of evidence will be reviewed prior to and during the visit, but are also for the institution's ongoing use to aid in the institution's improvement process.

All items of evidence will be submitted digitally (preferably through Google Drive or OneDrive) to the Visit Team Chair one-month prior to the visit.

Step 4   Create and Implement an Institution Improvement Plan

After the self-study has been completed the Self-Study Committee should create an institution improvement plan. All indicator ratings should be prioritized according to areas of greatest need. Indicators with the lowest ratings should become main areas of focus for the improvement plan.

Step 5   Host the site Visit

The self-study, along with the items of evidence, will be used by the visit team to evaluate and validate the institution's self-study, and to assist in verifying whether the institution meets the Array Global standards for accreditation or certification.

Following the visit, the institution should review and update the institution improvement plan based on the findings of the visit.

Institution Contact

The institution should designate a primary contact for coordinating the visit with Array Global administration and the visit team chair. All specific details about the visit, expectations of the staff members and arrangement for the team's schedule will be mutually decided by the institution's contact and the team leader. The institution's primary contact should be available during the entire visit to answer questions, requests, and direct visiting team members to various locations.

Facility preparation

The institution should use the facility checklists located in the Appendix to ensure that facilities are adequate to meet the educational objectives of the program. The visit team will use these same checklists as they evaluate the facilities during the visit.

ARRANGEMENTS FOR THE TEAM ROOM MEETING SPACE

The institution should prepare a workroom for the accreditation team according to the following guidelines:

MEETING ROOM

The visit team will need to have a private, secure, accessible place to work. This room should be locked and only accessible to members of the visit team. Connections for the team's laptop computers should be available and internet access is essential. A conference table and chairs should be set up for team members ease of work.

Please provide hot and cold drinks, water, and light refreshments for the team.

Lunch for the team members should be brought to the team at a time mutually agreed upon by the Visit Team Chair and institution. The visit team will not have time in the schedule to leave the campus for lunch.

Visit Schedule

The institution should plan on the accreditation visit taking two days (a certification visit usually will take one day) and the regular activities should take place. The institution should not hold a special assembly, take students on a field trip, or interrupt the schedule in any way. The site visit is meant to see the regular, daily operations of the institution.

Often the institution wishes to host an evening reception or dinner for the visit team. This is totally the decision of the institution and should be coordinated with the Visit Team Chair.

MEETINGS

The schedule will be coordinated between the institution and the Visit Team Chair and will include meetings with administration, teachers, support staff, parents, students, etc. The meetings will be informal and should only include members of the group designated, to allow open and free conversations.

EXIT REPORT

At the conclusion of the visit, the Visit Team Chair will give a brief overview of the visit and comments from the visiting team. This overview is not intended to indicate a final decision of the findings by the team.

Visit Report

Following an accreditation or certification visit the visiting team will write a report which will be sent to the Array Global Board of Directors for review to determine the institution's accreditation or certification status.

The visit report will remain confidential, except as authorized by the institution. The institution is able to release all or part of the visit report as it deems necessary.

The visit report will include a letter that summarizes the outcomes of the visit and include the following items:

1. Accreditation status.

2. Length of the accreditation.

3. Required Areas for Continuous Improvement
    and timeline to complete.

4. Expectations for Annual Report.

DEVELOPING THE INSTITUTIONAL PROFILE AND IMPROVEMENT PLAN

An improvement plan is key to the success of all institutions since an institution must constantly deal with a variety of shifting factors, such as new students, new staff, new requirements, new challenges, as well as new information. Institution improvement planning should be viewed as an ongoing process that involves all stakeholders. True institutional improvement centers around student improvement. When students improve, the institution improves which improves the community, and when communities improve our world improves.

Step 1   Get Started

The first step on any journey is usually the most difficult. The institution should make the first step by committing to following the steps

for improvement. The first part of getting started is to ensure that the institution is building its improvement efforts on a solid foundation. An institution's solid foundation is its mission statement. The institution should ensure that the mission statement is up-to-date and ready to be used in making decisions about all facets of the educational program.

Step 2   Get Organized

In order to effectively conduct and implement an improvement plan the institution must ensure that it is organized by doing the following:

ESTABLISH A SELF-STUDY COMMITTEE.

The Self-Study Committee should include administration, parents, and representatives from each grade level. The Self-Study Committee's job is to lead the institution, step-by-step, through the improvement process. See Site Visit section about Self-Study Committee description.

MAKE ASSIGNMENTS.

Responsibility for completing steps in the improvement process should be divided among the members of the Self-Study Committee. The work accomplished in the improvement process should represent the committee's collective effort and findings; it should not be the work of just one or two individuals.

CONDUCT THE SELF-STUDY.

The Self-Study Committee reviews the indicators in each standard and gives a rating based on the rating framework. The Committee must be completely transparent in rating the institution to ensure that the self-study process is being followed and will have the most benefit on the institution's improvement efforts.

GATHER ITEMS OF EVIDENCE

Evidence is documentation or items that substantiate the Self-Study Committee's rating for each indicator. The Committee will gather

items of evidence for each indicator and organize them electronically in a separate folder for each standard. Listed after each indicator are possible items of evidence. The Committee should only choose items of evidence that will support the rating selected for the indicator. Items of evidence should be in English for international schools and in the native language for national schools. The institution should ensure that the items of evidence are embedded into the institution program and used to provide a quality program. Items of evidence should not be simply copied and considered as adopted by the institution. The electronic folders containing items of evidence will be reviewed prior to and during the institution's full accreditation visit, but are also for the institution's ongoing use to aid in the institution's improvement process.

Items of evidence may apply to more than one indicator. In these instances, include the items of evidence for the first indicator and for other indicators, indicate where the items of evidence are first included.

All items of evidence will be submitted digitally (preferably through Google Drive or OneDrive) to the Visit Team Chair one-month prior to the full accreditation visit.

CONDUCT A FACILITIES REVIEW.

Use the Array Global Facility Checklists in the Appendix to ensure the facilities are up-to-date.

SET A TIMELINE.

The Self-Study Committee should set a specific timeline to follow for the improvement process. The timeline should include meeting dates and times with a specific completion date of the improvement plan.

Step 3   Develop Institution Profile

The importance of developing an institutional profile is essential for the institution, staff, students, parents and community. The more information that can be accumulated in an institutional profile, the better understanding of what the institution is doing well, and what the areas need to be addressed as the institution seeks to improve

and provide more direct assistance in improvement. Successfully identifying both strengths and areas needed for improvement will assist the institution to improve student success.

Institutional improvement happens when students improve. The basic question to ask in development of the profile is this:

"**What information, if we have it or could get it, would help us to make better decisions about our students?"**

The institution must first develop a profile before effectively developing an improvement plan. If the institution knows its strengths and needed areas for improvement, the improvement plan can focus on those areas—celebrating in its strengths and working on those areas for improvement. The information should include the community, the staff, the students, and the student performance.

POSSIBILITIES OF RESEARCH TO DEVELOP THE PROFILE

1. What does the institution already know?

2. What further information is needed to fully understand the institution?

3. Can the institution "disaggregate" the information? (comparing one piece of data against other data) Being able to have comparisons among identified areas in the profile will help the institution develop specific targets for the development of goals. The goals should be the same for all students, but specific targeted areas might have different strategies.

INFORMATION ABOUT STUDENTS THAT WILL ASSIST IN DEVELOPMENT OF GOALS THAT WILL BE EFFECTIVE

1. All information available on assessments, assignments, activities, interests, etc.

2. Follow-up studies on how students performed after graduation or completion.

3. Areas of the curriculum that have been most useful for students after graduation or completion.

4. Areas of the curriculum that students have indicated are most needed for improvement as they face the challenges of the world they face.

5. The behavioral expectations of students and the areas the institution needs to design to help students understand appropriate behavior in all areas of their lives.

6. The nature of the community from which the students come and what are the expectations of institutions and students.

THE PERSPECTIVES OF THE INSTITUTION ARE EVALUATED BY STAFF, STUDENTS AND PARENTS

1. To effectively understand the institution, surveys comparing the opinions of staff, students and parents will help validate the importance of the improvement plan goals.

2. If there is a variance of opinion among or between the groups surveyed, these variances should be considered in the improvement plan.

Use the Array Global Surveys in the Appendix to gather information from staff, students, and parents.

Step 4   Create a Plan

Before the institution improvement plan can be developed, an extensive review of the data in the institution profile and findings in the self-assessment must be conducted. The Self-Study Committee should analyze the school profile data in order to determine both the strengths and limitations in student achievement. The findings of the self-assessment should be evaluated to determine the strengths and limitations of the school.

As the improvement plan is developed the Self-Study Committee will list identified strengths and limitations. The improvement team will prioritize the institution's limitations to focus on its improvement efforts. The institution needs to develop "goals" which are aimed at

student improvement and "strategies" which are activities to lead to successful completion of the goals.

The improvement plan is circular in the sense that the institution is always evaluating itself and adjusting the "goals" when necessary but more importantly, constantly finding new "strategies" to help meet these goals.

WHAT THE IMPROVEMENT PLAN SHOULD INCLUDE:

1. Goals that are institution-wide. All curricular areas should understand and develop plans as to how that curricular area will effectively help students improve.

2. Goals that are measurable and directed at improvement for all students.

3. Strategies for each goal that are specific to that goal.

4. Short range, mid-range and long-term strategies.

These are the basics of an improvement plan, but the institution should be creative in the development of the profile and the improvement plan that is directed to meet that students' needed areas of growth.

Step 5   Implement and Evaluate

IMPLEMENTATION

Once the Institution Improvement Plan has been presented to all institution groups, the Self-Study committee then oversees the implementation of the plan. The committee directs institutional departments to align department goals with the institution improvement plan. Administrators should encourage teachers to align their professional goals with the institutional improvement plan as well.

The Self-Study Committee should regularly meet to ensure the improvement plan is being implemented with fidelity, and to troubleshoot any strategies that need to be adjusted.

EVALUATION

Once the plan is being successfully implemented, the Self-Study Committee meets regularly to monitor the plan's progress. Evaluating data, from measurements called for in the plan, the Self-Study Committee monitors the progress of each of the plan's goals. The goals of the improvement plan will probably not be altered on a regular basis, but the strategies to reach the goals may need to be adjusted as new information becomes available.

APPENDIX

Parent Survey

Please rate your opinion on each of the following statements by scoring as follows:

1=STRONGLY DISAGREE; 2=DISAGREE; 3=NEITHER AGREE OR DISAGREE; 4=AGREE; 5=STRONGLY AGREE

1	2	3	4	5	Parent Survey
☐	☐	☐	☐	☐	1. I feel very comfortable at the school.
☐	☐	☐	☐	☐	2. The teachers inspire students and challenge them to learn.
☐	☐	☐	☐	☐	3. The teachers give very specific information about how students are doing in classes and what they need to do to improve.
☐	☐	☐	☐	☐	4. All school personnel treat all students fairly and without prejudice.
☐	☐	☐	☐	☐	5. The student discipline/management is consistent throughout the school.
☐	☐	☐	☐	☐	6. The classrooms, restrooms, hallways are all cleaned regularly and students feel safe at the school.
☐	☐	☐	☐	☐	7. I think students are getting a good education to help prepare them for life after graduation.
☐	☐	☐	☐	☐	8. English skills are consistently emphasized and students are improving in their English speaking ability.
☐	☐	☐	☐	☐	9. Mathematical skills are consistently emphasized and students are improving in understanding of mathematics.
☐	☐	☐	☐	☐	10. All the classes support digital learning and computer skills are used and emphasized in all classes.
☐	☐	☐	☐	☐	11. All of the students at the school have a feeling of being accepted and the importance of accepting others (all students, staff and community).
☐	☐	☐	☐	☐	12. The teachers emphasize students' responsibilities for developing thinking skills.
☐	☐	☐	☐	☐	13. The assignments given be teachers are clearly explained and students understand what they are expected to do.
☐	☐	☐	☐	☐	14. The teachers are very helpful and are eager to answer questions and help whenever they are asked.
☐	☐	☐	☐	☐	15. The classes all have a lot of materials to help explain the lessons.
☐	☐	☐	☐	☐	16. The teachers and staff at the school all show that they care for students and want them to be successful.
☐	☐	☐	☐	☐	17. The school provides understanding of and opportunities for community service and the responsibility to be good citizens.
☐	☐	☐	☐	☐	18. The school staff recognizes and encourages students to learn and achieve their goals.
☐	☐	☐	☐	☐	19. If I am asked for a recommendation for the school, I am happy to tell others that this is a good school.
☐	☐	☐	☐	☐	20. This is a good school.

Teacher and Staff Survey

Please rate your opinion on each of the following statements by scoring as follows:

1=STRONGLY DISAGREE; 2=DISAGREE; 3=NEITHER AGREE OR DISAGREE; 4=AGREE; 5=STRONGLY AGREE

1	2	3	4	5	Teacher and Staff Survey
☐	☐	☐	☐	☐	1. I feel very comfortable at my school.
☐	☐	☐	☐	☐	2. I inspire my students and challenge them to learn.
☐	☐	☐	☐	☐	3. I give me very specific information about how my students are doing in my classes and what they need to do to improve.
☐	☐	☐	☐	☐	4. All school personnel treat all students fairly and without prejudice.
☐	☐	☐	☐	☐	5. The student discipline/management is consistent throughout the school.
☐	☐	☐	☐	☐	6. The classrooms, restrooms, hallways are all cleaned regularly and I feel safe at my school.
☐	☐	☐	☐	☐	7. I think I am helping to provide a good education to my students help prepare them for life after graduation.
☐	☐	☐	☐	☐	8. English skills are consistently emphasized and students are improving in their English speaking ability.
☐	☐	☐	☐	☐	9. Mathematical skills are consistently emphasized and my students are improving in their understanding of mathematics.
☐	☐	☐	☐	☐	10. All of my classes support digital learning and computer skills are used emphasized in all classes.
☐	☐	☐	☐	☐	11. All of the students at the school have a feeling of being accepted and the importance of accepting others (all students, staff and community).
☐	☐	☐	☐	☐	12. I emphasize my responsibility for developing the students' thinking skills.
☐	☐	☐	☐	☐	13. The assignments I give are clearly explained and students understand what they are expected to do.
☐	☐	☐	☐	☐	14. I am very helpful and are eager to answer questions and help students whenever they ask.
☐	☐	☐	☐	☐	15. My classes all have a lot of materials to help explain the lessons.
☐	☐	☐	☐	☐	16. The teachers and staff at the school all show that they care for students and want them to be successful.
☐	☐	☐	☐	☐	17. The school provides understanding of and opportunities for community service and everyone's responsibility to be good citizens.
☐	☐	☐	☐	☐	18. The school staff recognizes and encourages students to learn and achieve their goals.
☐	☐	☐	☐	☐	19. If I am asked for a recommendation for the school, I am happy to tell others that this is a good school.
☐	☐	☐	☐	☐	20. This is a good school.

Student Survey

Please rate your opinion on each of the following statements by scoring as follows:

1=STRONGLY DISAGREE; 2=DISAGREE; 3=NEITHER AGREE OR DISAGREE; 4=AGREE; 5=STRONGLY AGREE

1	2	3	4	5	Student Survey
☐	☐	☐	☐	☐	1. I feel very comfortable at my school.
☐	☐	☐	☐	☐	2. The teachers inspire me and challenge me to learn.
☐	☐	☐	☐	☐	3. My teachers give me very specific information about how I am doing in my classes and what I need to do to improve.
☐	☐	☐	☐	☐	4. All school personnel treat all students fairly and without prejudice.
☐	☐	☐	☐	☐	5. The student discipline/management is consistent throughout the school.
☐	☐	☐	☐	☐	6. The classrooms, restrooms, hallways are all cleaned regularly and I feel safe at my school.
☐	☐	☐	☐	☐	7. I think I am getting a good education to help prepare me for life after graduation.
☐	☐	☐	☐	☐	8. English skills are consistently emphasized and I am improving in my English speaking ability.
☐	☐	☐	☐	☐	9. Mathematical skills are consistently emphasized and I am improving in my understanding of mathematics.
☐	☐	☐	☐	☐	10. All of my classes support digital learning and computer skills are used emphasized in all classes.
☐	☐	☐	☐	☐	11. All of the students at the school have a feeling of being accepted and the importance of accepting others (all students, staff and community).
☐	☐	☐	☐	☐	12. The teachers emphasize my responsibility for developing my thinking skills.
☐	☐	☐	☐	☐	13. The assignments given be teachers are clearly explained and I understand what I am expected to do.
☐	☐	☐	☐	☐	14. The teachers are very helpful and are eager to answer questions and help me whenever I ask.
☐	☐	☐	☐	☐	15. My classes all have a lot of materials to help explain the lessons.
☐	☐	☐	☐	☐	16. The teachers and staff at the school all show that they care for me and want me to be successful.
☐	☐	☐	☐	☐	17. The school provides understanding of and opportunities for community service and my responsibility to be a good citizen.
☐	☐	☐	☐	☐	18. The school staff recognizes and encourages me to learn and achieve my goals.
☐	☐	☐	☐	☐	19. If I am asked for a recommendation for the school, I am happy to tell others that this is a good school.
☐	☐	☐	☐	☐	20. This is a good school.

Facility Checklists

NOT MET	PARTIALLY MET	MET	
			General Institution Safety
☐	☐	☐	1. The institution has a license from the Ministry of Education.
☐	☐	☐	2. A valid safety and security certificate from the Civil Defense.
☐	☐	☐	3. The institution has developed an emergency safety plan and shared with all stakeholders.
☐	☐	☐	4. All electrical items have been checked. Electrical extension cords are used appropriately and in good repair.
☐	☐	☐	5. Emergency exits are clearly marked and provide enough capacity for the number of people exiting.
☐	☐	☐	6. Both staff and students have been instructed and trained on school fire drills.
☐	☐	☐	7. The institution entrances, exits, and playgrounds are safe. All doorways and floors are free from clutter and obstructions.
☐	☐	☐	8. All pillars are covered with protective materials.
☐	☐	☐	9. The canteen area is clean. The person in charge has a license from the Ministry of Health.
☐	☐	☐	10. The lighting system is secure and in a good repair.
☐	☐	☐	11. Valid fire extinguishers are visible on all floors and are appropriate in number.
☐	☐	☐	12. Institution maps are posted in each floor, classroom, and corridor. The maps outline the emergency exit routes and the student assembly point.
☐	☐	☐	13. Emergency exits are kept unlocked at all times, labelled, free from all obstructions, and open in the appropriate direction.
☐	☐	☐	14. All handrails are covered with protective materials and there are no tripping or falling hazards.
☐	☐	☐	15. The exterior of the school is attractive and well-maintained.
☐	☐	☐	16. The playgrounds are well-maintained and all surfaces are maintained to avoid tripping or falling.
☐	☐	☐	17. There are no dead end corridors which are longer than 150 feet without an alternate exit route.
☐	☐	☐	18. There is a facilities plan to address structural deficiencies.

NOT MET	PARTIALLY MET	MET	
			Technology
☐	☐	☐	1. The institution has a reliable internet connection that is strong, fast, and available in all areas.
☐	☐	☐	2. The institution has a technology plan that has short and long-range goals.
☐	☐	☐	3. The institution has an antivirus program to protect school technology.
☐	☐	☐	4. The institution maintains methods to communicate with student, parents, and community members (i.e. website, social media, etc.)

NOT MET	PARTIALLY MET	MET	
			Classrooms
☐	☐	☐	1. Adequate storage for learning materials and equipment is available in each classroom.
☐	☐	☐	2. Safety rules are clearly displayed and visible.
☐	☐	☐	3. The classroom space is adequate for the number of students in each classroom.
☐	☐	☐	4. Desks, chairs, and tables are in good condition.
☐	☐	☐	5. Each clean, orderly, and welcoming for the students.
☐	☐	☐	6. All lighting fixtures are securely mounted and in good condition.
☐	☐	☐	7. Windows are in proper working order.
☐	☐	☐	8. All electrical boxes have covers and all switches and electrical outlets are in good conditions.
☐	☐	☐	9. Directions for departure in cases of emergencies are clearly posted at the exit of each room.

NOT MET	PARTIALLY MET	MET	
			Science Laboratories
☐	☐	☐	1. All chemicals are appropriately labelled, stored safely, and have expiration dates on the labels.
☐	☐	☐	2. A valid fire extinguisher is available in the chemistry laboratory.
☐	☐	☐	3. A fire blanket is available in the chemistry laboratory.
☐	☐	☐	4. A bucket of sand is available in the chemistry laboratory.
☐	☐	☐	5. An emergency shut-off valve is accessible for the teacher in the instance of any electrical, gas, or water emergency.
☐	☐	☐	6. Ventilation in all science laboratories is adequate.
☐	☐	☐	7. All basins, faucets and water drainage are in good condition.
☐	☐	☐	8. A preparation room is connected to the science laboratory and only accessible to staff.
☐	☐	☐	9. First aid materials are kept in adequate supply and readily available.
☐	☐	☐	10. Eye protection is available and worn when needed. Eye wash stations are provided in each chemistry lab.
☐	☐	☐	11. The number of laboratory stations is adequate for the amount of students in each class.
☐	☐	☐	12. Safety rules are posted in each science laboratory and have been reviewed with all students.
☐	☐	☐	13. Safety goggles are sanitized after each use.
☐	☐	☐	14. Laboratory coats, eye goggles, and gloves are provided for each student.
☐	☐	☐	15. Each science laboratory has a container for any dangerous or hazardous waste.

NOT MET	PARTIALLY MET	MET	
			## Computer Lab
☐	☐	☐	1. All cables and cords are safely and securely covered.
☐	☐	☐	2. The computer lab rules and internet usage policies are posted and are clear.
☐	☐	☐	3. Each student has a computer.
☐	☐	☐	4. The internet network is available.
☐	☐	☐	5. All electrical outlets are covered and not exposed.
☐	☐	☐	6. The teacher has a computer and projector to display the explanation of each activity.

NOT MET	PARTIALLY MET	MET	
			## Art Room
☐	☐	☐	1. All art supplies are properly and safely stored.
☐	☐	☐	2. All sharp objects (e.g. scissors, blades) are stored safely.
☐	☐	☐	3. There is an art supply inventory list that is kept in the storage room.
☐	☐	☐	4. The art room is properly ventilated.
☐	☐	☐	5. All paint and cleaning solutions are latex based.

NOT MET	PARTIALLY MET	MET	
			## Library
☐	☐	☐	1. Computers are available to assist students with research.
☐	☐	☐	2. A wide variety of materials are made available to all grade levels served.
☐	☐	☐	3. The books are well organized and each shelf is labelled.
☐	☐	☐	4. A catalog and/or database of all materials in the library is available.
☐	☐	☐	5. The library rules and check out policies are posted and are clear.
☐	☐	☐	6. The size and space of the library is sufficient for the number of students. There are adequate tables and chairs.

Not Met	Partially Met	Met	
			Restrooms
☐	☐	☐	1. The floors, walls, and ceilings are in good repair.
☐	☐	☐	2. The toilets fixtures and sinks are in good condition and free of cracks.
☐	☐	☐	3. Waste baskets are available in each restroom.
☐	☐	☐	4. Hygiene posters are posted in each restroom area.
☐	☐	☐	5. Restrooms provide privacy for staff.
☐	☐	☐	6. Toilet tissue and soap are in adequate supply.
☐	☐	☐	7. There is an appropriate number of toilets for the expected number of students served.

Not Met	Partially Met	Met	
			Health Clinic
☐	☐	☐	1. Student health records are secure, confidential, and only available to the medical professional.
☐	☐	☐	2. Student health checklists are available.
☐	☐	☐	3. A licensed and trained medical professional is available
☐	☐	☐	4. Information about any student's health needs or conditions is only shared with appropriate staff upon written permission from the student's parents.
☐	☐	☐	5. The institution has a contract with a nearby medical facility to transport students in case of a medical emergency.
☐	☐	☐	6. Adequate handwashing facilities are readily available.
☐	☐	☐	7. All medications are secured in a locked place and out of the reach of students.
☐	☐	☐	8. The institution has written permission from the students' parents to administer any medication.
☐	☐	☐	9. The Health Clinic has a bed for a sick student, screened for privacy and the coverings are replaced after each student use.

Institution Agreement Form

SUBJECT: *Array Global Educational Services Inc. and* Name of Institution *Partnership Letter of Agreement*

This form serves as a formal agreement between Array Global Educational Services Inc. (Array Global) and Institution Name. The following outlines the responsibilities of both parties.

ARRAY GLOBAL AGREES TO:

1. Work with the institution on its improvement efforts through the accreditation process.

2. Communicate regularly with the institution to provide support if needed.

3. Conduct site visits as scheduled.

4. Inform the institution of available workshops and other professional development opportunities.

5. Inform the institution of the services Array Global provides institutions to help them in their improvement efforts.

6. Stamp transcripts and/or diplomas when required.

7. Provide the institution with the Array Global logo.

8. Commit to support the institution when and where possible in its improvement efforts.

THE INSTITUTION AGREES TO:

1. Read and follow the Array Global School Handbook and will abide by all the policies, procedures, and expectations as outlined therein.

2. Pay Array Global fees (annual, visit, etc.) on time and as outlined in the Handbook.

3. Maintain and follow the visit schedule as arranged by Array Global Administration.

4. Inform Array Global Administration of any change in contact information.

5. Inform Array Global Administration of any substantive institutional change including: a change in administration, location, ownership, etc.

6. Inform Array Global Administration of any issue that could affect the institution's accreditation status.

7. Commit to continually improve and provide a quality education for all students.

_____
Dr. Raymond Lindley
Array Global Executive Director

_____
Name of School Owner or Director
Institution Name