

Part 2: Domain I

(Boarding/homestay/residential)

Introduction

The Standards in Domain I are primarily concerned with (i) the security, safety and well-being of students for whom the school is responsible in residential situations. This includes boarders, students in homestay arrangements and students on residential excursions or programmes, and (ii) the quality of education received by these students within and beyond the classroom.

In measuring the school against the Standards on Boarding/Homestay/Residential it will be important to be mindful of the school's Guiding Statements, child protection and safeguarding policy and practices, the adequacy of facilities, the age range of the students, the demographic and the cultural makeup of the student community.

Use the attached document to help you take notes during your meeting with various stakeholder groups.

During your visit to the Boarding/residential facility

School officials will guide the Evaluation Team on a tour of the school to acquaint them with the facilities and grounds. Evaluation Team Members assigned to Domain I should make sure they visit the school's boarding and residential facilities in order to gain a sense of such things as the following:

- the adequacy of facilities appropriate to the age of students;
- provision of areas for quiet study and homework;
- levels of supervision and safeguarding
- accessibility of medical resources;
- quality of cleanliness, laundry, food, bathroom facilities etc.;
- opportunities for independence and privacy;
- access to internet and social media;
- leisure space; and
- evidence of out-of-hours activity programme.

Self-Study committee responsible for Domain I

1. How often is the school's policy and practices related to residential situations reviewed and revised?
2. Is the admissions procedure for enrolling boarding students thorough and accurate so that appropriate matches are being made between the boarding students and the school?
3. How is the programme for the boarding school component developed? Who has a voice in the development of the programme? Are there current, important issues in the boarding programme? Who has overall responsibility for managing residential programmes?
4. How can you be certain that teachers, homestay parents and their families, carers, activity leaders and other adults that come into contact with students in residential situations are

appropriately screened, police checked and identified as people suitable to work with children and young people?

5. What are the levels of supervision for boarding/residential students?
6. What internet and social media access is provided for students, and how is this supervised?
7. Who has the responsibility for vetting homestay premises and liaising with homestay parents?
8. What is the level or rate of participation in the weekend and out of school hours cultural and sports programmes among boarding students?
9. How are risk assessments conducted and what is involved in such assessments for programmes involving residential stay?
10. Is there a boarding student advisory council? Who is on the council? Do students have representation on the council? How frequently does the council meet? What types of issues are discussed?
11. Describe the provision of health and medical services.
12. Describe the orientation and training programmes for boarding and residential staff. What is the duration? When and where are these programmes offered?
13. How does the boarding programme promote the international mission of the school?
14. To what extent are facilities for residential students fit for purpose? What improvements would you like to see?
15. How often are the security arrangements for the boarding/residential facilities reviewed?
16. Is there a written and understood programme or curriculum for the boarding school programme?
17. What strategies for improvement would you recommend to further enhance boarding, homestay and residential services?

Administration and the Board

Try to determine the adequacy of their support for programmes that contribute to an enrichment of student well-being. Your meeting with them will enable you also to determine their receptivity to the participation of staff, parents, and students in shaping policies for these programmes.

1. Are you confident that appropriate policies and practices are in place to ensure the safety and security of all students in boarding, homestay and residential programmes?
2. Are the parents satisfied with the facilities and experience that their children receive in the boarding, homestay, residential programmes?
3. Does the boarding/homestay/residential activities programme provide a variety of experiences to meet the needs of all residential students? How and how often does the school assess the programme offerings?
4. What process does the school use to ensure that all candidates for boarding supervisory positions, homestay parents and their families and all adults involved in residential programmes are effectively screened?
5. What is the school's philosophy for having a boarding component? How and when and why was that philosophy developed? How regularly is it reviewed?
6. What are the plusses and minuses of having a boarding school component?
7. How regularly does the Board review the facilities and services of the boarding programme?

Residential Staff

The residential staff serves an important link between the boarding/residential students and the school. These staff members also have the opportunity to assess the climate of the school from the boarding students' perspective.

1. Describe the type of training you received from the school regarding your duties and responsibilities prior to becoming a residential student supervisor at this school. Were you provided with a manual/handbook outlining your role and available resources?
2. Describe the child-protection/safeguarding training provided to boarding staff.
3. Describe the counselling services that are available for boarding students. Are these services available evenings and weekends?
4. Describe the availability of health services for the boarding students in the evenings and weekends.
5. What are your greatest challenges as a residential school supervisor? Describe the kinds of support available to you from the school community when dealing with problematic issues.
6. Describe the activity program provided by the school for boarding students on weekends.
7. What is the level of or rate of participation in the weekend cultural and sports programmes among boarding students?
8. Is there a forum where boarding students may provide input or express concern with residential issues?
9. Is there a boarding student advisory council? Who is on the council? Do students have representation on the council? How frequently does the council meet? What types of issues are discussed?
10. Describe your duties and the procedures you follow when there is an emergency evacuation or lockdown of the boarding residence? How frequently are these drills held?
11. Who has the responsibility to communicate with the parents of boarding students who are having school-related issues?
12. Are your responsibilities and role different than what was originally described to you when hired? Please explain.
13. Is there a separate dining facility for boarding students and are boarding students served the same meals as day students?
14. Are all boarding students housed on campus? If no who is responsible for their supervision and well-being?
15. What changes if any would you suggest to make the residential life better for boarding students?

Counsellors (Pastoral, Boarding, Guidance, College, Career)

Meet with persons who provide advice and counsel to students. Often, these persons have a unique insight into the nature of school climate and student well-being, as well as the policies and programmes that contribute to it.

1. What are your responsibilities for providing support to boarding/homestay/residential students? How are services provided to these students on nights and weekends?
2. Do boarding school students have unique or special problems/issues with which you have to deal?
3. What changes, if any, would you suggest to make the school better for boarding/homestay/residential students?

Medical Staff (Physician, Nurse)

1. What is your role in providing medical services to boarding students on nights and weekends?
2. How are emergency medical situations dealt with?
3. What links do you have with specialist medical professionals outside of the school environment?
4. In the event of illness of a boarding/residential student, at what point do you inform parents?
5. What changes if any would you suggest to make the school better for all students?

Students

1. Do you enjoy being a boarding/homestay student? Explain.
2. When you first arrived as a boarding/residential student, what did the school do to make you feel comfortable and find friends in your new surroundings?
3. Describe some of the activities that the school provides for you outside of normal school hours.
4. Does your accommodation afford you with enough privacy as well as opportunities to mix socially with your fellow boarders?
5. What are the rules regarding internet access and use of social media?
6. What are the meals like?
7. Does the school provide enough time and appropriate facilities for you to study?
8. In the event you might be feeling unwell, unhappy or anxious, do you know who you can talk to?
9. Do boarding students have a separate student council?
10. Do you have input into the boarding school life, facilities, and programme? If so, how and when?
11. Explain the relationship between the boarding and day students.