

# **The school**

**[Insert Logo]**

**[Years Applicable]**

# **Policy Manual School Operations**

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## A. BOARD-DIRECTOR RELATIONS POLICIES

Refer to Board policy

## B. STUDENT LEARNING POLICIES

### 1.0 Admissions Policy

Admission to the school is open on a non-discriminatory basis to all students, regardless of race, creed, color, gender, religion, national origin, ethnic background, or philosophy. Students of all nationalities are welcome to apply, including those not yet fluent in the English language; however, students are required to meet the academic standards required to earn a high school diploma.

Students will not be considered for admission until the application for admission, previous school records and recommendations, and the registration fee have been submitted.

Admission is considered based on the following:

- Review of previous school records
- Recommendation of previous teacher/counselor
- Age of student
- Years of schooling successfully completed
- Level of English proficiency, particularly in high school
- Evidence of student's ability to succeed at the school

Students are required to have the following immunizations to allow admission to the school.

- DTAP (for diphtheria, tetanus and pertussis)
- MMR (for measles, mumps, and rubella)
- Polio
- Hepatitis A
- Hepatitis B
- Typhoid
- Meningo A&C or Meningo ACWY (for meningitis)
- Varicella (chicken pox)
- Yellow Fever
- HIB
- Annual tuberculosis screening is strongly recommended (except for those who had a BCG shot)

Final admission decisions are at the discretion of the Director, in collaboration with the Counselor. Students will not be allowed to start school until all required documents have been submitted, including previous school records, grade reports, immunization records, and other required forms.

### 1.01 Students Transferring from Other Schools

All students transferring from other schools must provide accurate school records at the time of admission. Grade reports and/or transcripts must be translated into English. The school reserves the right to deny admission of students dismissed from other schools

for academic, disciplinary, or other reasons. Students falsifying records or failing to provide accurate information at the time of registration will be denied enrolment and/or continuation of attendance.

### **1.02 Early Childhood and Elementary School Placement**

Children entering the Early Childhood and Elementary Programs must be the following designated ages by September 1 of the current school year:

- Pre-K 3: 3 years old by September 1
- Pre-K 4: 4 years old by September 1
- Kindergarten: 5 years old by September 1
- First Grade: 6 years old by September 1

Exceptions to the birthday cut-off dates will only be considered in the light of expert professional opinion, such as that of a qualified child psychologist. However, children who turn 3 between September 1 and January 1 may apply to attend Pre-K 3 for the second semester of the school year. Such children, if accepted, would not move to Pre-K 4 the following year but would begin Pre-K 3 again in the fall along with their age peers.

Children entering grades Pre-Kindergarten 3, Pre-Kindergarten 4, Kindergarten, and First Grade must also meet the school's School Readiness Assessment criteria. The school believes that students should progress to the next educational level based upon their individual readiness. Therefore, the decision to continue a child in their educational journey is based upon a thorough evaluation, by the classroom teacher and possibly others on our team, rather than only being based solely on the completion of an academic year. After the completion of First Grade, progression through the following years shall be automatic, unless determined otherwise through proper consultation. The final decision concerning student placement rests with the school Director.

### **1.03 New Middle and High School Students**

Students entering the school in the middle and high school (grades 6 to 12) are expected to be the appropriate age for a specific grade level, and to have successfully completed the appropriate years of schooling. Decisions regarding grade placement are based on academic achievement; teacher recommendations; years of successful schooling; age; records from previous school; placement tests; English language proficiency; physical, social, cognitive, and emotional growth and development; consultation with parents and teachers; and the appropriateness of the school program for meeting student needs.

The school system includes Middle School - Grades 6-8 (ages 11-14), and high school - Grades 9 – 12 (ages 14-18). Middle and high school students transferring from other schools are required to provide accurate school records, in English and with a grading key, for the previous two years of schooling. Applicants for grades 10 to 12 must also provide an official high school transcript. The school reserves the right to deny admission to students dismissed from other schools for academic, disciplinary, or other

reasons. Students falsifying records or failing to provide accurate information at the time of application will be denied enrollment and/or continuation of attendance.

#### **1.04 Students with Limited English Proficiency**

Students entering the school with limited or no English proficiency will be considered for admission on an individual basis. Admission decisions will be determined by the Director, in collaboration with the Counselor, based on an admissions assessment, previous school records, English language proficiency, and the appropriateness of our program for meeting student needs.

Children in the Early Childhood Program (Pre-Kindergarten, and Kindergarten) with limited or no English skills receive no formal English Language Learners (ELL) instruction, as the natural ability of children to learn language through classroom games and activities is promoted within the regular classroom. For grades 1 through 10, ELL support classes are supplemental to the regular program of instruction for an additional fee. The need for ELL services shall be determined through placement tests indicating levels of reading, writing, and spoken English.

High school students may receive up to two English credits for ELL courses; however, students must successfully complete at least two years of regular English in order to receive a high school diploma. It is expected that high school students in Grades 11 and 12 are proficient in English and are able to attend regular classes with minimal ELL support. Grade 9 and 10 ELL courses are designed to follow regular English curriculum requirements as closely as possible. ELL students may be advised to employ a tutor outside of school hours. Unless under exceptional circumstances, high school students with limited or no English proficiency should enroll by Grade 9 in order to successfully complete coursework required to meet graduation requirements. English mastery is essential to successfully meet the academic standards to earn a high school diploma.

#### **1.05 Students with Learning Support Needs**

The Learning Support Program is offered for students with specific learning or other difficulties, and is coordinated by the learning support specialist. Services offered include consultation with classroom teachers; classroom modifications and accommodations, monitoring of student progress, co-teaching in the regular classroom, and learning support classes consisting of 1-2 periods per day.

The Student Support Team (SST) develops a Individual Learning Plan (ILP) for eligible students enrolled in learning support class. The ILP details appropriate goals and services to be provided and is reviewed annually to evaluate progress, determine needs, and establish future goals. The Learning Support Program is an extra service and may be subject to an additional annual fee. Please refer to the Tuition and Fee Schedule available for further information.

New students with learning or other difficulties are considered for admission if they can achieve primarily in the regular classroom with minimal support. The director and counselor, in collaboration with the Student Support Team (SST), maintain discretionary authority for determining the admission of students based on previous school records, evaluation reports, and the extent to which student needs can be met within the school's resources.

Students experiencing learning and/or other difficulties, who have not been formally evaluated, may also receive services on an individual basis, pending availability of resources and the needs of the student. For additional information and guidelines concerning procedures and services for students with learning and/or other difficulties, please contact the coordinator of the Learning Support Program.

### **1.1 Membership in the Association (refer to Board policy)**

## **2.0 Students' Rights, Responsibilities and Behavior**

### **2.1 Students' Rights and Responsibilities Policy**

#### **Beliefs**

1. All individuals have the right to be treated with dignity and respect.
2. All individuals have a right to work in a safe, caring and productive environment.
3. All stakeholders have a responsibility to support the school in its efforts to maintain a safe, caring and productive environment.
4. All individuals should care for and respect the propriety of personal and school property.
5. The establishment of high standards and expectations of all individuals creates a culture where all students are encouraged to discover and attain their potential.

#### **Standards**

1. All members of the school community will interrelate safely and with care to protect individual dignity and integrity.
2. All school students and employees will work towards the mutual benefit of self and others.
3. All students will honor the expectation of meeting high but achievable academic standards, and respect and support the efforts of colleagues to excel.
4. All members of the school community will respect and care for the good condition of school facilities, equipment and materials.
5. All students will engage deeply in their learning, including respecting the honor code and ensuring that all work submitted is their own.

#### **Guidelines**

1. This policy should be read in conjunction with the Student Behavior Management Policy and procedures.

2. Designated teachers will communicate these standards to students at the beginning of each academic year and use them as a basis for collaboratively developing class-based rules and expectations.
3. This policy applies to all school facilities, either owned or rented, and to any school-sponsored activity or event.
4. Parent advocacy for students is welcomed and valued.
5. Any breach of the standards will trigger the implementation of The school's behavior management policy and procedure.

## **2.2 Student Behavior Management Policy**

### **Beliefs**

1. The core business of a school is the assurance of optimal student learning.
2. For optimal learning to occur, students need to feel safe, engaged, supported and valued.
3. Behaviours that disrupt learning should be addressed quickly, systematically and consistently.
4. Behavioural standards and guidelines should encourage personal responsibility for behaviour and a resolve to comply or improve.
5. Behavioural standards for students should be developmentally appropriate, achievable and understood.
6. Behavioural standards should be obvious, reasonable and articulated through signage, publications and corrective transactions.
7. Students should actively participate in the explicit determination of how behavioural standards apply to each class or academic program.
8. Expected social graces and skills should be explicitly taught.
9. Consequences for unacceptable behaviour should be learning focused and addressed through a combination of positive discipline and restorative justice approaches.
10. Consequences for unacceptable behaviour should avoid eroding a student's sense of self-worth.
11. Safeguards need to be in place to protect the dignity of all individuals, including victims and perpetrators of unacceptable behaviour.

### **Standards**

1. All students will be safe and respectful to self and others in their demeanor and behaviour.
2. All students will diligently apply themselves to learning tasks without uninvited interference in the work of others.
3. All students will care for the need of others to work, be included, supported and valued.
4. All students will comply with school acceptable-use agreements.
5. All students will respect and honor the propriety of personal and school property.
6. All students will take good care of personal and school property.
7. All students will explicitly avoid using the following behaviours.

- a. Offering unwelcome sexual advances or other offensive conduct of a sexual nature
  - b. Taking photographs of others without the express permission of the other and, in the case of a fellow student, the supervising adult
  - c. The unauthorised possession and/or use of weapons, alcohol or tobacco
  - d. The possession or use of illegal substances.
8. The Positive Discipline approach will be the predominant approach to managing unacceptable student behaviours, with the inclusion of a Restorative Justice approach to the extent appropriate.
  9. Consequences for unacceptable behaviour will be applied promptly, fairly and consistently with a focus on learning, reparation and improvement.
  10. Teachers will explicitly teach and model the social graces and skills expected of students in their classes.

### **Guidelines**

1. The school Director or Principal is ultimately responsible for the management of student behaviour.
2. Through the school Director or Principal's delegation, the supervising adult is initially responsible for monitoring and managing the behaviour of students in her or his immediate care.
3. Any breach of the school's behavioural standards and guidelines will invoke the application of the Behaviour Management Procedure.
4. Designated teachers will communicate behavioural standards to students at the beginning of each academic year and use them as a basis for collaboratively developing class-based rules and expectations.
5. All faculty and staff members will consistently model behavioural standards to students.
6. Throughout the academic year, teachers will explicitly state, model, coach, monitor and correct the social graces and skills expected of students, such as greeting conventions, taking turns and fair play.
7. Opportunities for students to reflect upon and improve their behaviour should be provided as part of any consequences applied.
8. This policy applies to all school facilities, either owned or rented, and to any school-sponsored activity or event.
9. Parent advocacy for students is welcomed and valued.

### **Bases of discretion**

In the event of extraordinary circumstances, the school Director or Principal may, at her or his discretion, modify any aspect of this policy. Upon doing so, the Director or Principal shall record and communicate the nature and rationale of the modified response to the affected stakeholders.

## 2.3 Student bullying and/or harassment policy

### Beliefs

1. The bullying and/or harassment of students has a negative effect on the educational environment of the school. Students who are bullied, intimidated or fearful of other students cannot take full advantage of the educational opportunities.
2. **Bullying and/or harassment** is an uninvited verbal, written or physical conduct directed at a student by another student(s) that has the intent and effect of:
  - a. Physically harming a student (e.g., hitting, kicking, spitting, pushing, and invading one's personal space in an aggressive manner)
  - b. Damaging, extorting or taking a student's personal property
  - c. Placing a student in reasonable fear of physical harm
  - d. Placing a student in emotional unrest by spreading rumors, manipulating social relationships or environment, engaging in social exclusion, extortion, intimidation, and ridicule
  - e. Discriminating against or marginalizing because of ethnicity, colour, disability, gender or sexual preference
  - f. Cyber-bullying: forms of verbal and psychological bullying that occur on the Internet through such social networking applications as e-mail, instant messaging, or personal profile web sites (such as Instagram)
  - g. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities
  - h. Creating verbal statements or written remarks that are taunting, malicious, threatening or sexual

### Standards

1. Bullying and/or harassment of a student by another student is strictly prohibited on school property, on school buses, and at school-sponsored events and/or activities, whether occurring on or off campus.
2. The school will conduct an annual bullying and/or harassment education program to provide definitions, inform students of their associated rights and responsibilities, and inform students of the consequences of bullying and/or harassing other students.
3. The school will conduct an annual bullying and harassment survey to determine the extent of such abuse and any necessary intervention and/or support actions that need to be instigated.

### Guidelines

1. This policy should be read in conjunction with the Community Relations Global policy, Code of Conduct, Code of Ethics (Teachers), Student Rights, Responsibilities and Expectations policy, Student Morale policy and relevant School Board policies.
2. Consequences for students who are found to have bullied others may include counseling, parent conference, detention, suspension, expulsion, and/or exclusion from school-sponsored activities.

3. Depending upon the severity of a particular situation, the Director may also take appropriate steps to ensure students' safety. Such steps may include separating and supervising the students involved, reporting incidents to law enforcement bodies, if appropriate, and the implementation of a safety plan and/or supervision plan with parents.

## **2.4 Student Engagement and Support Policy**

### **Beliefs**

1. Students should be able to influence decisions that impact on their quality of school life.
2. Students should be supported and empowered to optimally succeed academically.
3. Students should have access to appropriate forums, activities and events that provide a sense of affiliation with the school.
4. Within the limits and constraints of its policies and financial, people and resource capabilities, the school should be inclusive of all students, regardless of their cognitive, physical, social and emotional abilities.

### **Standards**

1. Students will have access to open, developmentally appropriate forums to share concerns respectfully and offer suggestions for school improvement.
2. The school administration team will ensure that every student has the opportunity, support, and adequate resources within the approved budget to optimally succeed academically.
3. The school administration team will ensure the establishment of appropriate student forums, activities and events that provide a sense of affiliation with the school. These may include such forums as a student council and student alumni organisation, along with an extra-curricular activities program and student-led activities.
4. The school administration team will establish and communicate to parents and/or guardians the maximum number of hours per month of support services (such as Learning Support and/or English Language Learners) available to each student without associated fees being levied.
5. The school administration team will communicate to parents and/or guardians that, in the event that services above the maximum number of hours per month (as determined by the Director) are deemed necessary and expressly allowed by the Director, The school will charge fair and appropriate fees for such services.
6. The school administration team will ensure that each student, whose admission to the next division or grade level is in question, has a documented student action plan. This plan shall be regularly reviewed (at a minimum annually), and be the result of a clear, documented, and consultative process with parents and/or guardians and, where appropriate, the student.
7. The school administration team will communicate the criteria, procedures and processes for exiting a student, including, but not limited to, documentation and information dissemination protocols.

8. The school administration team will protect student privacy and dignity by ensuring appropriate student information and records, including medical information, are collected, stored, and disseminated in a secure fashion, and that only appropriate access to that information, as defined by the Director, is allowed.

### **Guidelines**

1. This policy should be read in conjunction with the Student-led Activities and Events policy and the Extracurricular Activities policy.

## **2.5 Student Morale Policy**

### **Beliefs**

3. Optimal student learning is significantly supported by institutionalising programs and approaches that promote the three main impacts on high morale; a sense of influence, a sense of achievement, and a sense of affiliation.
4. The senses of influence, achievement and affiliation are optimised by empowering students to have increasing control over their learning.
5. The senses of influence, achievement and affiliation are optimised by equipping students with social competency skills, including collaboration and interdependence.
6. The senses of influence, achievement and affiliation are optimised by providing a safe, secure and supportive learning environment marked by genuine relationships based on mutual respect.
7. The senses of influence, achievement and affiliation are optimised by high and achievable expectations of performance in all aspects of school life.

### **Standards**

4. The school shall introduce and maintain formal non-academic programs that specifically focus on supporting high morale.
5. The school shall implement approaches to organisation and learning that optimise the three aspects of high morale.
6. The school shall embed opportunities for collaboration and interdependence into its approaches to learning and explicitly teach the necessary skills for students to succeed as team leaders and members.
7. The school will provide a safe, secure and supportive learning environment marked by genuine relationships based on mutual respect.

### **Guidelines**

4. Formal non-academic programs may include the creation of positions of responsibility and leadership for students, student association and student council forums, community development programs and entrepreneurial enterprises.
5. Students should be encouraged to actively contribute to the school ethos through student-initiated activities, compatible with school values.

6. Celebration and acknowledgment of effort and success should permeate the school's culture.
7. This policy should be read in conjunction with the codes of conduct, behaviour management policy and dress code.

### **3.0 Student Health and Safety Policy**

#### **Beliefs**

1. Parents and guardians have the prime responsibility to ensure that their children present to school in optimal learning condition.
2. In the absence of parents, the school's faculty and staff members have a duty to act as prime care givers to the students during regular school hours and during specified school-sponsored events. This includes care of each student's physical, social and emotional wellbeing.
3. For optimal learning to occur, students should be in a prime state of learning readiness. Such readiness includes the minimisation of risk of harm to physical, social and emotional wellbeing.
4. To optimize student safety and security, proactive and reactive plans should be in place to control the effect of unexpected, critical events.

#### **Standards**

1. Faculty and staff members shall show due diligence with the proper care of students at all times during school hours and during school-sponsored events.
2. Parents and guardians shall communicate to the school administration any student medication and/or medical treatment plans that are necessary to maintain their child at school.
3. The school shall provide a full-time qualified nurse to attend to minor injuries and illnesses.
4. The school shall maintain a secure and comprehensive database of student health information to gather and process information on patterns of disease and injury to identify areas for further investigation and remediation.
5. The school shall maintain a plan for infectious disease management that reflects international best practices, including, but not limited to, student and staff immunization protocols and recommendations.
6. The school shall ensure qualified supervision of, and appropriate student training for participation in any high-risk activities, including but not limited to those involving water, ropes, physical contact, hiking, or tackling.
7. The school shall ensure that the parents and/or guardians of students participating in such activities are aware of the risks and The school's mitigating strategies for those risks, and have signed a statement waiving any claims for damages or claims of negligence against the school.
8. The school shall designate a Health and Safety Officer to oversee the quality assurance of health and safety provision throughout the school premises and at school-sponsored events.

9. The school shall employ, train and retain an adequate provision of security personnel to minimize the possible threat of intruders with malintent and/or terrorist activity.
10. The school shall periodically train its bus drivers in strategies to minimize risks of harm to student physical, social and emotional wellbeing whilst transported on school buses.
11. School buses shall be maintained in full roadworthy condition at all times, including the provision and safe condition of a seat belt for each seat.
12. Formal planned safety and hygiene inspections of the school facilities, infrastructure and major equipment shall be conducted at least once each semester.
13. Using the appropriate procedures, faculty and staff members shall promptly report any risk factor that may potentially cause harm to student physical, social or emotional wellbeing.
14. The school shall maintain and annually review an Emergency Procedures Manual, detailing the appropriate response to each critical event that may potentially occur.
15. The school will maintain a Health & Safety calendar detailing the dates and frequency of each drill and planned inspection.

### **Guidelines**

1. This policy should be read in conjunction with the Emergency Procedures Manual and the Student Rights and Responsibilities policy.
2. At a minimum, the health and safety committee will develop a calendar of planned inspections and will identify the appropriate personnel or outside inspectors to carry out this work for the following:
  - a. Kitchens
  - b. Bathrooms
  - c. Water supply/dispensers
  - d. Electrical Systems
  - e. School buses and school vehicles
  - f. Recreational facilities (such as playground equipment, pool, and tennis courts).
3. The health and safety committee will develop checklists for each of those areas to use in ensuring the establishment of appropriate standards.
4. The health and safety committee will ensure that sufficient drills are included in the annual calendar; two in first quarter, one in the third for the entire school and with training for faculty and staff during orientation. The health and safety committee will meet after each drill to debrief to evaluate the effectiveness of the process and to recommend improvements.

## 4.0 Curriculum and Instruction Policy

### Student learning policy

#### Beliefs

1. Learning occurs when learners
  - build on their prior knowledge and actively engage in experiences that help them construct new understandings
  - receive support that nurtures emerging skills and abilities within the zone of proximal development
  - receive correctional guidance, including informative feedback on their performance, approaches to learning, and extent of curriculum coverage
2. Learning is significantly enhanced when learners understand how to learn, including how to
  - employ specific strategies to set goals
  - monitor and evaluate their own performance and development.
  - employ self-regulation strategies
  - acquire techniques, skills and strategies that further improve the quality, value or extent of a learning quest
  - independently identify and access their resource needs
  - gain synergies through collaborative social alliances
3. Developing effective learners requires approaches that support them to manage their own learning.
4. Learners should have access to a high-quality, comprehensive curriculum, education resources and learning support.
5. Learners should be supported by high quality educators.
6. Educators should ensure that approaches to learning fully engage learners and enhance their ability to remain highly competent lifelong learners.

#### Standards

1. The school's curriculum will be comprehensive and progressive in its provision of competencies and coverage of learning domains.
2. The school's curriculum will complement the requirements of the school's accrediting organisations.
3. Instruction and assessment will be in accordance with the standards set by the school's accrediting organisations.
4. Educators will ensure that approaches to learning
  - build on the prior knowledge of learners and actively engage them in experiences that help them construct new understandings
  - provide support that nurtures emerging skills and abilities within the zone of proximal development
  - provide correctional guidance to learners, including informative feedback on their performance, approaches to learning, and extent of curriculum coverage
  - fully engage students and enhance their ability to remain highly competent lifelong learners
  - focus strongly on the provision of metacognitive strategies
  - provide techniques, skills and strategies that further improve the quality, value or extent of learning quests

5. Educators will ensure that, to the extent possible, they are abreast of current best practices in teaching and learning.
6. The school administration team will ensure that there are school-wide agreements regarding student assessment.
7. Educators shall ensure that students are well-informed of approaches to assessment.
8. The school administration team will establish, maintain and implement a rigorous, comprehensive standards-based performance and appraisal policy and procedure for all educators, inclusive of a professional growth plan.
9. The school administration team will maintain a curriculum review cycle for the continuous evaluation and improvement of curriculum quality.
10. The school will include the use of computerised information and communication technology as an appropriate tool for learning in accordance with acceptable use procedures.
11. The school will maintain systems that ensure that education resources are of an internationally acceptable standard.
12. The school administration team will ensure that the minimum number of student-contact days is 175 for each academic year.

### **Guidelines**

1. This policy should be read in conjunction with the Student Rights and Responsibilities policy and Educator Appraisal policy.

## **4.1 Homework Policy**

### **Beliefs**

1. Homework shall only be formally assigned to students from Grade 6 onwards.
2. Homework tasks should be appropriate for each student, follow SMART (specific, measurable, achievable, relevant and timely) principles, and be linked to the classroom program.
3. Homework provides an opportunity for students to review and reflect on their understanding of topics covered at school.
4. Homework further develops the habit of life-long learning.
5. Homework strengthens the home-school link, with parents playing a supportive and reference role, which leads to a deeper understanding of their children's development.
6. The extent of homework should provide sufficient time for a student's extra-curricular social and recreational needs.
7. Homework provides an opportunity for students to practise authentic time management skills.

### **Standards**

1. Homework assignments will be specific, measurable, achievable, relevant and timely (SMART), and linked to classwork.

2. Teachers will monitor homework completion and provide students with corrective feedback.
3. At least once per semester, teachers will design homework that engages significant adults in the family or community.
4. The school will establish and encourage appropriate time expectations for the amount of homework in each division, taking into account the social and recreational needs of students and their families.
5. The extent of each student's homework completion will be reported to families.
6. Each student will complete homework to an acceptable standard in a timely fashion.

### **Guidelines**

1. It is expected that families will provide appropriate resources and a supportive environment to optimise homework completion.
2. It is expected that, where appropriate, the publishing of assigned homework will be via multiple media types.
3. Rather than assigning zero marks for missing or incomplete homework, teachers will endeavor to hold students accountable for late submissions by holding an after-school homework club.
4. Homework will be returned to students in a timely fashion and used to provide performance feedback for each student.
5. Students are expected to maintain a homework record in a format that is appropriate to their developmental level.

## **5.0 Co/Extra-Curricular Programs**

### **5.1 Extracurricular Activities and Events Policy**

#### **Beliefs**

1. To support the school mission to empower students to become responsible and compassionate global citizens through an enriched curriculum, students need access to activities and events that further extend the experiences, skills and knowledge gained through regular academic programs.
2. Extracurricular activities allow further opportunities for leadership, collaboration and social interdependence.
3. Extracurricular activities offer further opportunities for students to excel.
4. An extracurricular activities and events program helps strengthen the cultural cohesion of the school and its community.
5. An extracurricular activities and events program engenders interest in the school and enhances the school's reputation as an institution of excellence.
6. High expectations of student decorum and behavior pervade all school programs.
7. The combination of professionalism, experience, personal interests, abilities, expertise and intellect renders teachers as preferred providers of extracurricular activities.

## Standards

1. For certain periods throughout the academic year, all students shall have access to extracurricular activities and events offered at no additional fee.
2. All extracurricular activities and events shall be relevant to and add value to the school mission and vision.
3. All extracurricular activities and events shall be scheduled in consultation with the calendar committee.
4. All extracurricular activities and events shall be approved by the Athletic Director and Dean of Students prior to implementation.
5. The Athletic Director and Dean of Students shall work in consultation with the Recreation Centre manager to ensure a coordinated use of school facilities and resources.
6. Designated teachers shall lead, coach, manage and/or support such extracurricular activities as activities, sports, clubs, service-learning projects, dances, performances, field trips, and community events.
7. All faculty members are contractually obliged to participate in extracurricular activities and events. The minimum expectation for each faculty member is as follows:
  - a. Elementary teachers: 24 hours per year, working directly with students in an after-school or weekend activity.
  - b. Secondary teachers: 40 hours per year, working directly with students in an after-school, evening, or weekend activity.
8. Stipends will be allocated for certain clubs, activities and coaching duties that extend beyond this expectation. The Athletic Director will communicate the allocation of stipends at the beginning of each school year.
9. All school policies and procedures in relation to staff, faculty and student conduct and decorum shall apply to extracurricular activities and events.
10. Student safety, dignity, security and confidentiality will be assured at all times.

## Guidelines

1. It is expected that an attractive range of extracurricular activities and events will be offered to students each academic year.
2. It is expected that students will be encouraged to participate in extracurricular activities and events.
3. Teachers are encouraged to proactively initiate activities and/or events that suit their interests and abilities.
4. As much as possible, equity in the time commitment of teachers shall be assured by the Athletic Director and Dean of Students.
5. The school administration team will ensure that co- and extra-curricular activities are adequately resourced to optimize student participation.
6. The school administration team will ensure that, where contractors, parents or volunteers are used to support a co- or extra-curricular program, those people are informed and held accountable for their obligations under the Community Relations Policy.

7. The school will charge activity fees, where appropriate and reasonable, to defray the cost of external contractors, travel, rental of facilities or other costs associated with the activity.

## **5.2 Student-led Initiatives and Events Policy: Non-academic**

### **Beliefs**

1. Students should be empowered to determine, plan, resource, implement and lead initiatives and events appropriate to the needs of identified programs.
2. As much as possible, student-led initiatives and events should be implemented through forums such as Student Council (StuCo), National Honour Society (NHS) and National Junior Honor Society (NJHS).
3. Student-led initiatives and events should be guided by SMART principles (Specific, Measurable, Achievable, Relevant, and Timely).
4. Designated teachers should support such student initiatives by explicitly providing the necessary skills, strategies, forums, monitoring, advice and supervision to ensure optimal success.
5. In particular, designated teachers should teach students the skills necessary for the design and use of action plans, meeting protocols, networking, reflection and communications.
6. Non-academic student-led initiatives and events should be scheduled to cause minimal impact on The school academic programs and resources.

### **Standards**

1. Student-led initiative and events shall be relevant to and add value to the school mission and vision.
2. Student-led initiatives and events shall be relevant to and support the constitutional intent of StuCo, NHS or NJHS.
3. Student-led initiatives and events shall be closely supported, monitored and supervised by designated teachers.
4. Designated teachers shall explicitly teach the skills necessary for effective leadership and the design and use of action plans, meeting protocols, networking, reflection and communications.
5. Student-led initiatives and events shall be scheduled in consultation with the calendar committee.
6. An elementary teacher shall be designated as a student liaison person to represent and coordinate the needs of MS/HS student-led initiatives and events at the elementary level.
7. Student safety, dignity, security and confidentiality will be assured at all times.

**Guidelines**

1. It is expected that non-academic student-led initiatives and events will have a minimum impact on the regular academic programs and resources of the school.
2. It is expected that school-wide communications pertaining to student-led initiatives and events shall be carefully planned, rehearsed and implemented in accord with a teacher-supervised checklist.

**C. HUMAN RESOURCES POLICIES****1.0 Human Resources Global Policy****Beliefs**

1. The sound management of human resource provision fundamentally impacts on the quality of the school's culture, effectiveness and thrival.
2. The Labor Law of [insert country] should be the basis of all contractual employment agreements.
3. All recruitment decisions should be made in the light of criteria that strongly align with the school's mission and vision.
4. The school should adhere to equal employment opportunity practices that do not discriminate on the basis of age, gender, religion, race, creed, color, disability, national origin, or marital status.

**Standards**

1. The recruitment, retention, professional development, supervision, evaluation and termination of employees shall be managed such that student learning is optimized in line with the school mission and vision.
2. The Director shall be open and transparent in her or his employment practices.
3. The school administration team will adhere to and enforce all applicable [insert country] employment and labor laws, as well as Board policies.
4. Employees, through virtue of their contract of employment, have all legal rights and must comply with the labor laws of [insert country] and the school's Human Resources policies, regulations, procedures and/or protocols.
5. The school administration team will create, communicate and enforce Human Resources regulations, procedures and/or protocols that are aligned with Board policies.
6. The school administration team will enforce equal employment opportunity practices that do not discriminate on the basis of age, gender, religion, race, creed, color, disability, national origin, or marital status.
7. Employees, who have exceeded the [insert country] mandatory retirement age, must pass a fitness for service evaluation to retain employment.

**Guidelines**

1. This policy should be read in conjunction with the relevant Human Resources procedures.

## 1.1 Recruitment and Retention (refer to Board policy)

## 1.2 Employee Rights and Responsibilities Policy

### Beliefs

1. All employees have the right to be treated with dignity and respect.
2. All employees have a right to work in a safe, caring and productive environment.
3. All employees have a responsibility to support the school in its efforts to maintain a safe, caring and productive environment.
4. All employees have a right and responsibility to achieve.
5. All employees should be acknowledged for achievement.
6. All employees should care for and respect the propriety of personal and school property.
7. All employees should have access to information pertaining to their rights and responsibilities.
8. Open and participative forums should be established so that employees may respectfully share their concerns and offer suggestions on school improvement and/or on issues that affect their employment rights.

### Standards

1. All members of the school community will interrelate safely and with care to protect individual dignity and integrity.
2. All school employees will work towards the mutual benefit of self and others.
3. All employees will honor the expectation of meeting high but achievable work standards, and respect and support the efforts of colleagues to excel.
4. All employees will respect and care for the good condition of school facilities, equipment and materials.
5. The school will acknowledge commendable achievement through the supervision and evaluation process and by other formal means.
6. The school leadership team will establish open and participatory forums for employees to regularly share concerns, offer suggestions on school improvement, and come to agreements about appropriate actions, responsibilities and timelines.
7. The school leadership team will establish forums that allow employees to air and resolve issues that affect their employment rights.

### Guidelines

1. This policy should be read in conjunction with the Code of Conduct, Code of Ethics (teachers), Supervision and Evaluation policy, Professional Development Policy and Community Relations – Internal policy.
2. The school leadership team will communicate these standards to employees at the beginning of each academic year.
3. This policy applies to all school facilities, either owned or rented, and to any school-sponsored activity or event.

### 1.2.1 Code of Ethics – Teachers

#### Beliefs

1. Teaching is a profession and, as such, requires a professional code of ethics.
2. Teachers should show care for students through positive influence, sound professional judgement and empathy in practice.
3. Teachers should exercise honesty, reliability and moral action through their professional commitments, responsibilities and actions.
4. Teachers should uphold human dignity and promote equality and emotional and cognitive development.
5. Teachers should demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.
6. Teachers' relationships with students, colleagues, parents, school management and the public should be based on goodwill, fairness, openness and honesty.

#### Standards

##### 1. Professional Values and Relationships

Teachers will:

- a. be caring, fair and committed to the best interests of the students entrusted to their care, and seek to motivate, inspire and celebrate effort and success
- b. acknowledge and respect the uniqueness, individuality and specific needs of students and promote their holistic development
- c. be committed to equality and inclusion and to respecting and accommodating diversity, including those differences arising from gender, civil status, family status, religion, age, disability, race, ethnicity and socio-economic status.
- d. seek to develop positive relationships with students, colleagues, parents, school management and others in The school community, characterised by professional integrity and judgement
- e. work to establish and maintain a culture of mutual trust and respect in the school

##### 2. Professional Integrity

Teachers will:

- a. act with honesty and integrity in all aspects of their work
- b. respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- c. represent themselves, their professional status, qualifications and experience honestly
- d. avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on students

### 3. Professional Conduct

Teachers will:

- a. uphold the reputation and standing of the profession
- b. take all reasonable steps in relation to the care of students under their supervision, so as to ensure their safety and welfare
- c. work within the framework of relevant policies and regulations
- d. comply with national and school policies, procedures and guidelines which aim to promote student education, student welfare and child protection
- e. report, where appropriate, incidents or matters which impact on student safety and welfare
- f. communicate effectively with students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect
- g. ensure that any communication with students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites
- h. ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials or images in electronic or other format
- i. ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials or images in electronic or other format
- j. ensure that they do not practise while under the influence of any substance which impairs their fitness to teach

### 4. Professional Practice

Teachers will:

- a. enhance specific competencies through professional growth and actively participate in the Teacher Appraisal and Professional Development Process
- b. maintain high standards of practice in relation to student learning, planning, monitoring, assessing, evaluating, reporting and providing feedback
- c. balance their professional responsibilities and refrain from outside work, including paid tutoring, that detracts from their commitment to the school
- d. communicate regularly and effectively with parents and involve them, whenever possible, in student learning
- e. apply their knowledge and experience in facilitating students' holistic development
- f. plan and communicate clear, challenging and achievable expectations for students
- g. create a physical environment that supports positive social interactions and engages all students in purposeful learning activities

- h. design and maintain safe learning environments in which students are treated fairly and respectfully and assume responsibility for themselves and one another
- i. use instructional time effectively and implement procedures and routines that encourage students to participate in decision-making and to work independently and collaboratively
- j. ensure that expectations for student behavior are clearly established, understood, consistently maintained and support student learning
- k. develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all students
- l. inform their professional judgement and practice by engaging with, and reflecting on, student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation
- m. uphold The school's Network Use Agreement
- n. in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance
- o. act in the best interest of students

## **5. Ongoing Professional Learning**

Teachers will:

- a. actively maintain their professional knowledge and understanding to ensure it is current
- b. reflect on teaching and professional development while interacting with students, other educators, families, and local community members
- c. research and utilize resources, within the local and professional communities to support student learning
- d. pursue opportunities to develop professional knowledge and skills, and to participate in the extended professional community

## **6. Professional Collegiality and Collaboration**

Teachers will:

- a. work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for students
- b. work in a collaborative manner with students, parents/guardians, school management, other members of faculty and staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of students
- c. engage with the planning, implementation and evaluation of curriculum at classroom and school level

- d. contribute to the school community, including the after-school program, and promote school-wide goals for improvement by working collegially with all colleagues, and provide leadership in establishing and/or achieving school goals.

### **Guidelines**

1. It is expected that all teachers will comply with the code of ethics to the best of their ability.
2. It is expected that teachers will report serious breaches of the code of ethics to the Director.
3. The school leadership team will, on an annual basis, communicate and review the school's Network Use Agreement and ensure that each faculty member signs a copy.
4. It is expected that teachers will, without compromising honesty, communicate any aspect of school business in a positive manner to the school community beyond faculty colleagues.
5. It is expected that teachers will reserve criticism and issues of concern for resolution in appropriate school-based forums.

### **1.2.2 Code of Conduct Policy**

#### **Beliefs**

1. When parents, students and faculty/staff members become members of the school community, they adopt the standards of the school about how they will relate to each other and the protocols that guide interactions in the school.
2. Further to parents, students and faculty/staff members, the Code of Conduct should apply to any other person or group using any school facility, owned or leased.
3. These standards have been created in the spirit of all parties interacting with goodwill and good intentions.

#### **Definitions**

1. The term parent applies to
  - a. Adults responsible for the ongoing day-to-day care and supervision of students in the home environment
  - b. Legal guardians and custodians
  - c. Relatives with temporary responsibility of care
  - d. Adult friends designated by the family as temporary caregivers
  - e. Parents who no longer reside with the children of the family.
2. The term faculty/staff member applies to any adult under the employ of the school, including casual, temporary, part time and ongoing employees. It also applies to adults working at the school voluntarily. It does not apply to delivery people, contractors or occasional tradespeople repairing or maintaining the school's facilities.

## Standards

1. At the school, parents, faculty/staff members, students, and other users of school facilities will be treated with respect and courtesy at all times, with care taken to preserve dignity and personal integrity.
2. For students, this expectation and the guidelines will be articulated in terms that are appropriate to their developmental ability level.
3. Parents, faculty/staff members and students will actively promote and support the school in the community, highlighting the school's positive attributes and reserving issues of concern for resolution through proper process.
4. Parents, faculty/staff members, students, and other users of school facilities will respect and comply with the policies of the school, as determined by the school Board and the administration body of the school.
5. Parents, faculty/staff members and students will actively attempt to resolve issues of concern by engaging in appropriate interactions with the relevant people.
6. All interactions shall have the goal of achieving outcomes mutually acceptable to the parties concerned.
7. All interactions shall be conducted in a calm and reasonable manner.
8. All interactions shall be issue-based, avoiding personal conflicts.
9. All interactions shall give due consideration to the points of view of all parties concerned.
10. An appropriate time and place shall be mutually arranged for discussing issues that are sensitive, contentious, confidential, or in need of prolonged consideration.
11. In the event of a parent, faculty/staff member or student being dissatisfied with the manner in which an interaction is conducted, an appointment will be made with the school Director for further discussion.
12. The school Director shall resolve conflict objectively, using an issue-based approach to broker reconciliation, taking into due consideration all points of view.
13. In the advent of unsatisfactory behaviour on the part of a student, the involved adult shall follow due process. If the involved adult is not a faculty/staff member, then they will refer the issue to the school Director.
14. In the advent of unsatisfactory performance or behaviour on the part of a faculty/staff member, the school Director shall follow due process.

## Guidelines

1. The school leadership team will establish and enforce clear procedures based on best practices and [insert country] law to protect employees from all forms of harassment.
2. It can be expected that substantiated complaints against a faculty/staff member may negatively influence the consideration of contract renewal.
3. It can be expected that serious breaches of this code of conduct may result in contract termination and dismissal.
4. It can be expected that, in the advent of irresolvable, inappropriate and unreasonable behaviour by a parent, the school Director may confer with the

school Board to consider offering to assist the family with relocation to an alternative school.

### **1.3 Performance Appraisal Policy**

#### **Beliefs**

- The maintenance of a culture of high efficacy and development is supported by each staff member reflecting on their professional performance, accessing timely, relevant and useful feedback, identifying improvement goals, implementing improvement plans, and productively engaging in communities of practice
- The maintenance of a culture of high efficacy and development is supported by each staff member improving their professional knowledge and skills by accessing relevant training and support to implement the most effective practice
- Appraisal and professional development are likely to be more effective if their goals and implementation protocols are collaboratively determined by employees and supported by the system
- An efficient and effective provision of staff professional development is enhanced if it is driven by needs clearly identified through an agreed approach

#### **Standards**

- Each staff member will actively participate in the staff appraisal and development program
- The staff appraisal and development program will consist of an annual cycle of identifying improvement goals, improvement planning, support provision and progress reporting
- The procedures and protocols for implementing the staff appraisal and development program shall be developed in collaboration with representative staff members and in consultation with all staff members
- Professional improvement goals shall be specific to a particular aspect of the job, include measurable outcomes, be achievable within the constraints of available time and resources and be relevant to the current needs of the school
- Professional improvement goals will be developed from agreed criteria derived from job descriptions
- School-based professional development provision must be approved by the Principal as being relevant, grounded in reliable research, and affordable
- The school shall ensure access to the knowledge and skills needed by each staff member to implement the appraisal and development program
- The school shall allocate appropriate funding, time and resources to the staff appraisal and development program, as negotiated through the annual budget determination procedure

#### **Guidelines**

- The staff appraisal and development program will focus on reflection and growth; optimising strengths and supporting the professional growth and needs of each staff member

- An appropriate component of the annual staff professional development budget shall be assigned to individual professional development plans
- Each staff member will have an assigned appraisal overseer reporting directly to the Principal
- The role of each overseer is to guide, monitor and support individual appraisal and professional development plans to best effect
- In the absence of compliance, the appraisal process shall be referred to the Principal
- Professional improvement goals shall be annually collated to seek synergies and efficiencies in the provision of professional support and to help identify whole school improvement needs
- The Principal shall include a report of the implementation of the staff appraisal and development program in the annual report to the governing body
- The staff appraisal and development program shall be reviewed for relevance, effectiveness and efficiency as part of the ongoing program review cycle

#### **1.4 Professional Development Policy**

##### **Beliefs**

1. The professional development (PD) program should closely relate to the school strategic improvement plan, approaches to teaching and learning, the faculty and staff appraisal process, and recruitment and retention needs.
2. From the school perspective, professional development is most effective when it is driven by an agreed need, of immediate relevance, delivered to teams, and demonstrable in practice.
3. Professional development is most effective if the skills and knowledge gained from it are actually used in everyday practice.
4. The professional development guidelines, procedures and budget should be openly communicated at the beginning of each academic year.
5. In the light of set criteria and in adherence to policy and guidelines, a representative professional development committee should convene as needed to evaluate and prioritise PD funding requests for submission to the Director for consideration.

##### **Standards**

1. The professional development guidelines, procedures and budget will be openly communicated at the beginning of each academic year.
2. A representative professional development committee will be formed at the beginning of each academic year and convene as needed to evaluate and prioritise PD funding requests for submission to the Director for consideration.
3. Submissions for professional development funding will be considered in the light of relevance to the following criteria, in descending priority order.
  - a. School-wide needs arising from the school strategic improvement plan
  - b. Training of new staff members or staff members in new positions requiring new skill sets
  - c. Approved initiatives in approaches to teaching and learning

- d. Common needs arising from professional improvement plans
  - e. Other team needs by submission
  - f. Individual needs arising from professional improvement plans
  - g. Other individual needs by submission
  - h. Individual needs arising from unsatisfactory performance.
4. Submissions for professional development funding will also be considered for their relative relevance to the above criteria and the ability of the learning to be readily applied in everyday practice.

### **Guidelines**

1. This policy should be read in conjunction with the Supervision and Evaluation (Performance Appraisal) policy and procedures.
2. Because of budgetary constraints, it is uncommon for schools to be able to fund all faculty and staff needs for professional development.
3. It is valuable for faculty and staff members attending professional development sessions to formally pass on their learning to their school-based colleagues and, where appropriate, this is an expectation.
4. Occasionally, unexpected opportunities for professional development arise and decisions need to be made about the reallocation of available funds for faculty or staff members to attend. The Director has the discretionary power to reallocate such funds as deemed necessary.

## **1.5 Compensation and Benefits Global Policy**

### **Beliefs**

1. Employee compensation and benefits should directly relate to and be consistent with qualifications, experience and levels of responsibility.
2. The employee compensation and benefits structure should be in line with market conditions, available resources, and the approved budget.
3. The employee compensation and benefits structure should be transparent and readily accessible by all employees.

### **Standards**

1. The school leadership team will maintain a competitive, fair and transparent employee compensation and benefits structure in line with market conditions, available resources, and the approved budget.
2. All regulations, procedures and/or protocols pertaining to their compensation and benefits will be communicated clearly in writing to all employees, including, but not limited to, health care, pension, leave of absence, work schedules, and work load.

### **Guidelines**

1. This policy should be read in conjunction with the Leave of Absence policy and Renewals, Non-Renewal or Termination of Contract policy.

### **1.5.1 Leave of Absence Policy - Faculty Beliefs**

1. The school must comply with the [insert country] laws of the land, including the requirements of Labor Law.
2. All faculty members are entitled to leave of absence for recreation purposes, sickness, maternity and paternity following the birth of their child, administrative purposes, compassionate or bereavement purposes related to an immediate family member.
3. All faculty members are entitled to leave of absence during officially declared national holidays, with no loss of pay or charges to other leave entitlements.
4. The Director should have discretionary powers to grant leave of absence to faculty members for pressing personal reasons.
5. The school Board should have the power to grant leave of absence to faculty members in emergency situations, such as a forced evacuation of either the school, [insert city] or [insert country].

### **Standards**

1. The [insert country] Labor Law shall be the minimum standard governing the right of faculty members to leave of absence from work.
2. The school's working year for faculty members consists of 190 work days, including up to 180 days of student contact days and 10 administrative and/or in-service professional development days.
3. Annual recreation leave shall be taken outside the assigned working year of 190 days.
4. Leave of absence for sickness will accrue at the rate of one day per month of contract up to a maximum of 10 days per year. Any unused balance will be carried over to subsequent years to a maximum accrual of 40 days. For absences caused by illness that extend beyond three consecutive work days, an acceptable doctor's certificate must be submitted to the Director. Faculty members will not be compensated for any unused sick leave entitlements.
5. Maternity and paternity entitlements for leave of absence shall be in compliance with [insert country] law and apply only to the birth of the faculty member's newborn child.
6. At the discretion of the Director, each faculty member may be granted up to two days per year of leave of absence with pay for administrative purposes. These cannot be taken immediately adjacent to the seasonal holiday periods (fall, winter, spring and summer).
7. Each faculty member is entitled to up to 10 working days leave of absence per year for compassionate or bereavement purposes for each death or life-threatening illness of an immediate family member. Compassionate leave may only be taken one time for a particular family member.

8. An immediate family member is defined as either the legal parent, spouse, sibling or child of a faculty member or faculty member's spouse.
9. At the discretion of the Director, approved leave of absence without pay may be granted to a faculty member. Unpaid leave taken without approval shall be considered a breach of contract and the faculty member may face dismissal.
10. On official advice from the [insert embassy], The school Board shall approve leave of absence to all faculty members in the event of a forced evacuation of either the school, [insert city] or [insert country].

### **Guidelines**

1. Compared to many other professions, faculty leave is generous. Taking this into consideration, it can be expected that leave of absence for administrative purposes will only be granted for such reasons as passport renewal, visa procurement, complex financial transactions and other family business issues. It is not intended for recreational purposes, shopping or transactions that can readily be conducted outside of normal working hours.
2. It can be expected that, given acceptable cause, approved leave of absence without pay will typically be granted for up to five working days each year. This may be extended under exceptional circumstances at the discretion of the Director.
3. It can be expected that, in the case of a forced emergency evacuation, the extent of paid leave and unpaid leave will be determined according to current School Board policy.

## **1.6 Renewals, Non-Renewal or Termination of Contract Policy**

### **Beliefs**

1. Decisions with regard to contract renewal, non-renewal or termination should be based on clearly communicated criteria that are fairly and consistently applied.
2. [insert country] law, Board policy and the terms and conditions stated within employment contracts should be the basis upon which contract decisions are made.

### **Standards**

1. Decisions with regard to the renewal, non-renewal or termination of employment contracts will be fair, supported by documented evidence, and in line with the applicable laws of [insert country].
2. In the light of the labor laws of [insert country], contract renewal will be further subject to Board policies, employee performance appraisal outcomes, the availability of employment positions and/or the limitations of the approved budget.
3. The termination of employment contracts will be consistent with the terms and conditions stated within the co-signed contract document.

4. A contract of a non-faculty staff worker may be terminated after two failed performance evaluations or;
  - a. More than two warning letters, and
  - b. More than two suspensions due to gross misconduct.
  - c. The worker has attained the age of 60 years and performance has been judged ineffective by the Director.

### **Guidelines**

1. This policy should be read in conjunction with the Compensation and Benefits global policy and the Supervision and Evaluation policy and procedures.

## **D. FINANCE, RISK AND ASSET MANAGEMENT POLICIES**

### **1.0 Global Policy**

#### **Beliefs**

1. All capital, consumable and financial assets of the school should be properly managed to ensure their optimal effectiveness and security.
2. Policies, procedures and protocols should be established to ensure that programs and systems are properly managed.
3. Lines of authority and responsibility should be established to assign accountability for the proper establishment, implementation and evaluation of relevant policies, procedures and protocols.

#### **Standards**

1. All decisions affecting the resources and assets of the school shall be legal, ethical, and prudent, aligned with the mission and strategic plan, and shall avoid placing the school in financial and/or legal jeopardy.
2. All regulations, procedures, and protocols will be documented, communicated and enforced to ensure the school's students, employees, financial and physical assets are sufficiently protected.
3. Lines of authority and responsibility will be established to assign accountability for the proper establishment, implementation and evaluation of relevant policies, procedures and protocols.
4. All employees will be made aware of and adhere to the policies, regulations, procedures and protocols, and the consequences of a breach of any of the above.
5. Feedback forums, such as opinion surveys, will be established so that employee or parent identified concerns in the procedures can be heard.

#### **Guidelines**

1. This policy should be read in conjunction with the policies and procedures for Strategic and Financial Planning, Financial Accountability, Performance and Reporting, Risk Management, and Assets Management.

## 2.0 Financial Planning and Resourcing Policies

### 2.1 Strategic and Financial Planning Policy

#### Beliefs

1. The main intent of a strategic plan is to ensure the long term sustainability of the school.
2. A strategic and financial plan allows the school to anticipate, plan and resource future needs to optimal effect and minimal risk.
3. A strategic and financial plan should maintain a dual focus on improved student learning and the school's viability.
4. A strategic and financial plan should consider such aspects as revenue, expenditure, marketing, demographic trends and capital needs.
5. A strategic and financial plan should be honest, relevant and achievable in its intent.

#### Standards

1. An appropriate time frame will be allowed to implement the strategic and financial plan, the minimum of which shall be five years.
2. Strategies will be developed for increasing revenues from fundraising, investments, grants or other sources.
3. Marketing strategies will be developed to support enrollment targets and enhance the school's brand image.
4. An analysis of the business environment will be developed, including, but not limited to, prevailing political, economic and international employment trends that could impact the school.
5. Major capital expenditures will be planned for, including maintenance.
6. Strategies will be developed for managing foreign exchange risk.
7. Strategies will be developed for managing the school's financial reserves, consisting of both the Operating and Capital reserves, and any debt financing.

#### Guidelines

1. This policy should be read in conjunction with the policies and procedures for Financial Accountability, Performance and Reporting, Risk Management, and Assets Management.

### 2.2 Annual Budget Policy

#### Beliefs

1. The school's financial management should comply with the limits and expectations of a predetermined annual budget as approved by the school Board.
2. The prime focus of the school's annual budget should be improved student learning.
3. The school's approved annual budget should be created in the light of the long term goals of the school's strategic plan and business plan.

4. The school's approved annual budget should be created in the light of anticipated revenue as reasonably indicated by projected fee-paying student enrolments.
5. All anticipated and actual revenue should be fully accounted for in the school's approved annual budget.
6. All anticipated and actual expenditure should be in compliance with the school's approved annual budget.

### **Standards**

1. All anticipated and actual revenue will be fully accounted for in the school's approved annual budget.
2. All anticipated and actual expenditure will be in compliance with the school's approved annual budget.
3. The school's approved annual budget will be subjected to an annual external financial audit conducted by qualified auditors accredited by an internationally recognised, certified body.
4. The Director shall include in her or his budget presentation to the school Board:
  - a. A clearly articulated rationale for tuition and fee schedules, based on regional trends, market analysis, and projected expenditures for the year.
  - b. A clearly articulated rationale for specific salary and benefit increases, based on regional and international trends, market analysis, and staff recruitment and retention strategies.

### **Guidelines**

1. This policy should be read in conjunction with the Strategic and Financial Planning policy, Asset Management policy, Financial Accounting Systems policy, Procurement policy, and Investment Portfolio policy.

## **2.3 Budget Expenditures (refer to Board policy)**

## **2.4 Fundraising (refer to Board policy)**

## **3.0 Financial Accountability, Performance and Reporting**

### **3.1 Financial Accounting Systems Policy**

#### **Beliefs**

1. The financial accounting framework of the school shall be that deemed by the [insert accreditation authority] as applied in [insert country].
2. The school should work within an agreed budget, undertake full financial planning and ensure the safe keeping of all assets.
3. There must be a separation of those responsibilities or duties which, if combined, would enable one person to record and process a complete transaction.
4. If duties of responsibilities are separated, the scope for errors and oversights and deliberate manipulation or abuse is significantly reduced.

#### **Standards**

1. The Director will ensure that staff members are competent, properly trained and qualified for the tasks they are required to perform.

2. Proper and realistic estimates of expected income and expenditure shall be made for each financial year and reviewed monthly.
3. Annual approval of all budgets and accounts shall be done by the school Board.
4. All expenditure and investment of funds shall be properly authorised and documented.
5. Only people authorised by the school Board may sign cheques. Each cheque will require two authorised signatures and there will be four signatories authorised to sign. Cheques made payable to a nominated signatory shall not be signed by that person.
6. The school shall ensure the proper safekeeping and good order of land, buildings, vehicles, fixtures and fittings, and equipment.

## **Guidelines**

### **1. Income**

- a. All incoming cheques and cash need to be recorded immediately and entries verified by someone other than the person who has made the entry.

#### **1.1 Fundraising**

- a. Records must be maintained for each fundraising event, in sufficient detail to identify gross receipts, how they have arisen and all costs incurred.
- b. For all events for which there is ticket income or gate money:
  - All tickets shall be pre-numbered;
  - A record shall be kept of all persons who have been issued with tickets to sell, and which ticket numbers have been allocated to each;
  - A record shall be kept of which tickets have been sold;
  - A reconciliation shall be made of receipts against tickets sold.

#### **1.2 Banking & Custody**

- a. Incoming receipts shall be banked daily.
- b. All cash over a designated amount by the school Board shall be banked. Amounts below the designated amount shall be kept in a locked cash box.
- c. Cash or cheques must be placed in a safe or locked cash box if they cannot be banked on the day of receipt. The keys to any safe or cash box shall be held by a nominated officer and signed for whenever they are used.
- d. All incoming money must be banked gross with no amounts being held back for petty cash.

### **2. Purchases**

- a. Invoices received shall be checked against orders made.
- b. Records shall be kept of orders placed but not yet carried out.
- c. The quality and quantity of goods supplied shall be inspected in order to ensure they correspond with orders placed and those invoiced for. Services supplied shall be similarly checked.
- d. Regular stock taking shall be undertaken.

### **3. Payments**

- a. Instruments of payment, such as cheque books, bank books, shall be kept in safe custody, with access limited to authorised persons.
- b. The preparation of documentation for authorisation shall be undertaken by someone other than the persons authorising the payment.
- c. Purchase Orders may only be placed by authorised persons.
- d. Payments shall only be made against original invoices.

#### **3.1 Payment by Cheque**

- a. Only authorised people shall have access to cheque books.
- b. In the anticipated absence of an approved signatory, blank cheques may be signed in advance by that approved signatory as deemed appropriate by the Director. The approved signatory will track the use of such cheques on return to the workplace.
- c. All cheque expenditures shall be recorded in the cash book and cross referenced to the cheque number, with the nature of the payment and the payee clearly identified.
- d. All cheque book stubs shall be completed at the time of payment and retained in safe keeping.
- e. No cheques shall be signed without a corresponding invoice, or other documentary evidence as to the nature of the payment.

#### **3.2 Payment by Cash**

- a. Every effort shall be made to reduce the need for cash payments to a minimum.
- b. All cash payments shall be made from a cash float of a fixed amount which is regularly replenished from the bank account and not by the retention of incoming money.
- c. All claims for replenishment of the cash float shall be backed up by supporting documentation and signed by the cashier.
- d. The supporting documentation shall be authorised by someone other than the cashier or claimant.
- e. Daily checks of the petty cash float shall be made by an authorised person independent of the cashier. The authorised person shall count the balance of cash in hand and reconcile the float by totaling the vouchers for amounts paid out and not yet reclaimed by the cashier.

#### **3.3 Wages and Salaries**

- a. Personnel records shall be kept for each member of staff separately from the pay records. Checks of one against the other shall be made in order to prevent the payment of fictitious employees.
- b. Where payments are made in cash, these shall be paid out by someone other than the person making up the payroll, with the employee signing as evidence of receipt.

### **3.4 Reimbursements**

- a. All reimbursements shall be a payment of actual costs incurred. Except for very small sums, evidence must be produced of the actual costs incurred; for example, bills or receipts.

## **4. Control Checks**

- a. The Business Manager shall make monthly checks to ensure that records are being accurately maintained and that there are no discrepancies in the accounting records. The monthly checks shall be made by someone other than the persons concerned with the original recording of the transactions. In particular, they will check that
  - Records of cash and cheques received agree with bank pay-in slips;
  - Bank pay-in slips equate with the bank statements, both in terms of the amounts banked and dates of credit;
  - All transfers or other direct payments into the bank can be identified and verified against paperwork;
  - Records of payments made agree with cheque stubs, paid invoices or other authorisations and are in accordance with budgets;
  - All cheques have been presented for payment by the bank as shown by the statement;
  - Any direct debit payments are in accordance with valid instructions given to the bank.

## **5. Assets**

### **5.1 Fixed Assets and Vehicles**

- a. A register of fixed assets and vehicles shall be held and updated regularly.
- b. All fixed assets and vehicles shall be checked at regular intervals to ensure they remain in good repair.
- c. The school Board shall insure fixed assets and vehicles to an appropriate extent of cover.
- d. The use of fixed assets and vehicles shall be reviewed annually to ensure they are put to best use and effect.

### **5.2 Investments**

- a. The school Board shall create an investment policy and require suitable reports to ensure it is being correctly and properly implemented.

### **5.3 Bank Deposits**

- a. Instructions to open or close deposit accounts can only be authorised by the school Board.
- b. A record of all bank deposit statements shall be held in safekeeping.
- c. Monthly bank reconciliations shall occur and the employees delegated to do so shall not be the same people who maintain cash book records. Any discrepancy shall be fully explored and resolved.
- d. No accounts shall be allowed to remain dormant.

### **3.2 Financial Dashboard (refer to Board policy)**

### **3.3 Accounts and Authorized Signatures (refer to Board policy)**

### **3.4 Debt Financing (refer to Board policy)**

## **3.5 Investment Portfolio Policy**

### **Beliefs**

7. The business office should be responsible for monitoring school funds and investing surplus funds to generate interest revenue for the school.
8. Investments should only be made with low risk, ethical institutions listed on the national business register.
9. The finance committee of the school Board should regularly monitor the performance of all investments.

### **Standards**

8. The business office shall apply the “Prudent Investor Test” to the investment institutions of its choice.
9. As a “Prudent Investor”, the school will satisfy itself that its investments are made with institutions which are
  - a. prudentially sound and secure
  - b. professionally managed, and
  - c. have strong financial status in its reserves, liquidity and profitability
10. All investments must be approved by the school Board and authorised by the Director and an approved Board delegate.
11. The school shall consult with licensed financial advisors to inform investment decisions.
12. Investments shall be diversified to minimise the impact of the failure of any one investment.
13. All investments must have the option to mature within twelve months of being invested
14. Investments will be recorded in an Investment Register maintained by the Business Manager of The school. The Register will contain
  - a. Date of lodgement
  - b. Name of institution
  - c. Terms of investment: period, percentage rate and maturity date
  - d. Amount invested

### **Guidelines**

1. The school Board must approve and formally minute the placement of funds before any investment takes place. It must regularly review
  - a. the level of funds to be invested
  - b. the term of the investment/s

- c. the type of investment/s, with reference to the schools required cash flow during the year
- 2. The cash flow requirements of the school must be monitored to ensure that there are sufficient funds available to meet commitments. A cash flow budget should be prepared to determine cash requirements in any given period.
- 3. The Director may increase deposits in easily retrievable investment accounts when this action has prior Board approval (from an ongoing basis for each calendar year)
- 4. The school may decide to invest in banks, building societies or credit unions. It can invest in bank accepted or endorsed bills of exchange or in negotiable, convertible or transferable certificates of deposit issued by a bank.
- 5. All investment accounts will be included in the financial system and the procedures for properly maintaining the accounts will be completed in accordance with Governing Body policies.
- 6. No direct deposits from received funds will be made into investment accounts except for interest earned on those accounts; that is, all received funds will be receipted through the official school account.
- 7. No direct payments from the investment account will be made to creditors. The monies must first be transferred into the official school account.
- 8. The Finance Committee of the Board will review the school's investments at each meeting. This review will be included in its written reports to allow the Board to monitor its investments.

## **4.0 Risk Management**

### **4.1 Risk Management Global Policy**

#### **Beliefs**

- 9. Risks are inherent in all operations of the school, including but not limited to, risks attached to people and assets associated with its finances and/or reputation.
- 10. It is prudent and wise to identify, negate, minimise and/or mitigate potential and actual risks to the optimal functioning of the school.
- 11. The school should conduct an annual risk assessment, maintain a risk register, and create and implement an effective risk management program.

#### **Standards**

- 8. The school will conduct an annual risk assessment, maintain a risk register, and create and implement an effective risk management program.
- 9. The risk assessment, register and management program will include but not be limited to, risks attached to people and assets associated with the school, its finances and/or reputation.

#### **Guidelines**

- 4. This policy should be read in conjunction with the Finance, Risk and Asset Management policy, Strategic Plan, and Emergency and Continuity Planning policy.

5. The risk register will take a format similar to the following table.

Risk	Type of risk	Impact if realised	Probability	Impact	Mitigation	Owner
			High	Medium		
			Low	Medium		

#### 4.2 Insurance Coverage (refer to Board policy)

#### 4.3 Health, Safety and Security (refer to Board policy)

##### 4.31 Occupational Health & Safety Policy

###### Beliefs

1. All employees and students are entitled to a healthy and safe working environment
2. Health and safety is the responsibility of all employees and students
3. Responsibility for health and safety management should be assigned as a position of responsibility
4. A team approach to health and safety issues is likely to be most effective
5. Regulations relating to correct use of equipment, plant and substances should be well known and adhered to

###### Standards

1. A Leading Teacher position will be allocated to coordinate the implementation of OH&S regulations and requirements
2. A management team will be developed to work with the Leading Teacher.
3. Membership of this team shall include:
  - a. The principal
  - b. The administration manager
  - c. An elected H&S representative
  - d. A member of the facilities committee
  - e. The staff development coordinator
  - f. A maintenance person.
4. OH&S will form part of the School Annual Report
5. A program budget will be written each year and presented to the Finance Committee
6. The school will endeavour to provide an optimum number of qualified first aid personnel
7. Professional development on OH&S issues will be presented as part of the school professional development plan
8. Formal hazard identification, preventative maintenance programs and emergency management procedures will be created and implemented
9. A formal process for reporting, recording and investigating incidents will be followed as well as the reporting of potential or actual hazards
10. OH&S issue resolution procedures will be clearly established

11. The effective OH&S induction of new staff (teaching and non-teaching) will be the responsibility of the staff development coordinator

### **Guidelines**

In addition to implementing any legislation which requires a safe and healthy workplace, the role of the OH&S coordinator will be to:

1. provide support to the Principal with respect to maintaining a safe and healthy workplace for employees and students (the physical surroundings must be considered as well as the overall morale and welfare of staff)
2. ensure that effective preventative action is taken to control workplace hazards
3. act as coordinator of the OH&S committee
4. ensure that all employees are fully aware of all OH&S matters
5. carry out regular inspections and maintain records of those inspections
6. ensure that appropriate records are established and maintained
7. liaise with local authorities regarding emergency procedures
8. coordinate emergency management arrangements and procedures
9. liaise with the Facilities Committee and assist in preparation of the annual maintenance recommendations
10. prepare an annual program budget for consideration by the finance committee
11. prepare an annual report for the Board

#### **4.4 Internal Audit (refer to Board policy)**

#### **4.5 External Audit (refer to Board policy)**

#### **4.6 Procurement Policy**

##### **Beliefs**

1. All procurement should be conducted using ethical protocols and systems that ensure transactional transparency, optimal value of goods and services, and responsiveness to changes in the market.
2. Checks and balances should be in place to ensure a minimal risk of internal financial fraud and/or corruption.
3. All procurement should be conducted with highly reputable, stable and legally authorised providers.

##### **Standards**

1. In consultation with the Director, the business office shall ensure all staff with procurement influence sign a conflict of interest statement annually.
2. In consultation with the Director, the business office shall ensure a documented system of internal controls to include, but not limited to, segregation of duties, multiple approvals, and authorization thresholds.
3. In consultation with the Director, the business office shall establish a gifts protocol outlining a maximum value of gift that can be accepted from a supplier.

4. In consultation with the Director, the business office shall vet potential vendors to ensure they are competent, financially stable, and legally able to contract and deliver the goods or services offered.
5. In consultation with the Director, the business office shall establish reasonable financial thresholds above which system of competitive bids and tenders is required to obtain best contractual terms and avoid collusion.
6. The business office shall include the procurement function in the internal audit biannually, and comply with any Board-endorsed recommendations.

### **Guidelines**

1. This policy should be read in conjunction with the Financial Accounting Systems policy.

## **4.7 Emergency and Continuity Planning Policy**

### **Beliefs**

1. The assurance of safety for all employees and students is a prime function of the school.
2. Proactive emergency response planning should be carefully and thoroughly undertaken with great attention paid to detail.
3. In the event of unforeseen school closure, students should continue to receive the best possible education from the school.

### **Standards**

1. In the presence of imminent, uncontrollable risk to employees and students, such as a major fire, accident or natural disaster, or, in cases of impending civil unrest or terrorist activity on direct advice from the [insert embassy] senior personnel, The school will be promptly evacuated of all faculty members and students if safe to do so.
2. In the light of advice from relevant civil authorities or the [insert embassy], the Director may elect to maintain a skeleton security and maintenance staff presence at the school.
3. The school leadership team will prepare appropriately for the emergency evacuation and closure of the school, and ensure the procedure is practiced by employees and students regularly.
4. The school leadership team will ensure the appropriate on-going provision of schooling in the event of a prolonged closure.
5. The Director will maintain preparedness for emergency succession should he/she be unable to fulfill her/his duties.
6. The school leadership team will maintain an up-to-date crisis communication plan.

### **Guidelines**

1. This policy should be read in conjunction with the Student Health and Safety policy and relevant school Board policies.

2. Students and staff will be notified regarding the requirement for making up school days due to civil unrest or other dangerous situations. The Board will make decisions on a case-by-case basis concerning the need to make up a day or days of school, keeping in mind that school Board policy requires a minimum number of teaching days.
3. Students and teachers may be required to make up days on a Saturday or on a day set aside for a holiday in order to meet the minimum number of teaching days required.

#### **4.8 Legal Counsel, Contracts and Proceedings (refer to Board policy)**

### **5.0 Asset Management Policy**

#### **Beliefs**

1. The school business office should ensure that school assets are able to be accounted for at all times.
2. Supplies and equipment should be managed in such a way as to ensure that they are optimally functional, readily available and well presented.
3. Assets should be managed in such a way as to guarantee their proper use, care and longevity.
4. Custodians and users of school supplies and equipment should be advised of the proper use and care of such assets and be accountable for any loss, damage or theft caused by undue negligence of such use and/or care.

#### **Standards**

1. Supplies and equipment will be appropriately used, maintained, stored and secured at all times.
2. Assets, supplies, and equipment will be inventoried yearly and tracked to guard against theft, loss, or damage.
3. Relevant faculty and staff members will be made aware of the acceptable use policies for supplies and equipment and be signatories to user agreements.
4. Proper procedures will be established to track the authorised custody and whereabouts of all off-campus material assets.
5. Asset custodians or users will be held responsible and liable for any loss, damage or theft caused by their direct negligence.

#### **Guidelines**

1. This policy should be read in conjunction with the Financial Accounting Systems policy and the relevant School Board policies.

### **5.1 Major Projects**

The Board holds the Director accountable for developing written policies and procedures for the purchase or lease of land, new buildings and/or major renovations for Board approval.

The Board defines a Capital project as one that is projected to cost over US\$1,000 in total.

## 5.2 Maintenance of the Physical Facilities (refer to Board policy)

### 5.3 Information Technology Policy

#### Beliefs

The intent of this policy is to ensure that all uses of the school's computer network and connecting infrastructure are consistent with the school's mission statement and strategic plan. Information technology should

1. Provide access to educational programs, applications, resources and reference materials
2. Enhance and reinforce the specific learning areas taught
3. Access and utilize school record management systems
4. Access and utilize school finance systems
5. Access or use any and all other technology systems required by The school to carry out day-to-day operations and activities

#### Standards

1. An Acceptable Use Agreement, outlining appropriate and allowed technology use, will be available and enforced for all users of the school's technology.
2. Student users of the school's technology will be encouraged to provide their own technology device. If users so choose, the school will provide a device to students at purchase price.
3. To the extent possible, the school will manage its finance, assets and record-keeping systems using networked computer-based technology.
4. The Technology Director will continue to develop and revise a 3 to 5 year ongoing Technology Plan.
5. The Technology Director will conduct an annual vulnerability assessment that evaluates technology policies, procedures, standards, training, and security.

#### Guidelines

1. Planning and budgeting for technology will adhere to the guidelines in the current Technology Plan.
2. Purchases and planning are dependent on yearly budgetary constraints.
3. Use of technology is for educational purposes and those needs supersede all others.

### 5.4 Intellectual Property Policy

#### Beliefs

1. Intellectual property is a significant asset of the school and, as such, requires the same proper management, duty of care and security as financial and material assets.
2. Intellectual property strongly influences the quality and reputation of the school's programs.
3. In a competitive market, intellectual property needs to be treated as privileged and confidential information.

4. All school-related produce of school employees, whether material or intellectual, is the exclusive property of the school.
5. All resources subject to copyright laws should be respected as such and all laws, conventions and ethical standards applying to copyright should be complied with by all employees.

### **Standards**

1. Employees will disclose promptly to the school Director any interest they have in any trade, business or occupation which is similar to the business of the school.
2. Employees will not make any public statement (whether written or oral) to the media, or otherwise, relating to the affairs of the school, without the prior consent of the Director.
3. Employees will disclose to the Director all education intellectual property, innovations, ideas, developments, improvements, and all processes relating to the operations or business of the school made or conceived by them during the contract term of employment, whether made or conceived within or outside normal business hours, all of which shall be the exclusive property of the school.
4. An employee will not use, disclose, divulge, furnish or make accessible to any person, either during her/his employment or any time thereafter (except where necessary for the performance of her/his duties, or where expressly authorised), any confidential information relating to the business of the school.
5. School employees will not buy, rent, or borrow unlicensed, unauthorized or pirated material.
6. Employees are forbidden from unauthorized copying of copyrighted materials.

### **Guidelines**

1. Unless already made available in the public domain by the school, confidential information includes any information relating to the business and/or the financial affairs of the school or The school's customers, prospective customers, agents, employees, affiliates, suppliers, students or parents and, in particular, shall include:
  - a. the business methods and information of the school (prices, fees charged, product development, marketing and advertising, budgets, or any financial information, information about parents, teachers, students or employees);
  - b. details of the school contractual or other agreements;
  - c. details of any future projects, promotions or publicity exercises planned by the school;
  - d. details of any business plans of the school (including current or future activities); and
  - e. any information which may adversely affect the business or interests of the school
2. Unauthorised disclosure of confidential information is a serious disciplinary offence, justifying termination without notice or compensation, and may also result in further legal action (including claims for loss and damages).
3. If an employee receives any requests for confidential information, he/she should make no comment and immediately refer the matter to the Director.

## **E. COMMUNITY RELATIONS POLICY**

### **1.0 Community Relations Global Policy**

#### **Beliefs**

8. All school-community interactions should demonstrate the school's commitment to being a socially responsible and valued member of every community in which it participates.
9. All school-community interactions should be legal, respectful, safe, dignified, and prudent.
10. The school mission should be communicated to any person or group using any school facility, owned or leased, along with the expected standards of behavior that follow from it, including, but not limited to, respect for others. The consequences of a breach of such standards should also be communicated.
11. The limits of The school's liabilities with regard to any person's or group's use of the facilities, owned or leased, should be clearly communicated to such persons or groups.

#### **Standards**

1. To maintain the dignity of users, all school facilities, owned or leased, will be kept clean, safe, and accessible.
2. All interactions with community persons and groups will enhance the school's reputation and brand image.
3. All school users will comply with the school's Code of Conduct.
4. The use of alcohol and tobacco are forbidden during school-sponsored, student-related functions or activities, regardless of location. In school facilities, either owned or leased, the use of alcohol is restricted to adult-oriented functions or activities. Educators and administrators are not allowed to consume alcohol in the presence of students while on campus or at school-sponsored events off campus.
5. Illegal drugs and weapons are not allowed in any school facility, owned or leased, or at any school-sponsored event.
6. The limits of the school's liabilities with regard to any person's or group's use of the facilities, owned or leased, will be clearly communicated to such persons or groups.

#### **Guidelines**

1. This policy should be read in conjunction with the Code of Conduct, Code of Ethics (Teachers), and relevant School Board policies.

### **1.1 Internal Community Relations Policy**

#### **Beliefs**

1. Internal community relations are those interactions between students, faculty, staff and registered families.
2. All internal interactions should focus on optimizing student learning.

3. Optimal student learning is significantly enhanced by positive, collaborative relationships between students, faculty, staff, administrators, and parents or guardians.
4. Optimal student learning is significantly enhanced by clear and timely communications between students, faculty, staff, administrators, and parents or guardians.
5. Forums should be established to provide opportunities for opinion, advice and support from the school's major stakeholders.
6. When parents/guardians, students and faculty/staff members become members of the school community, they implicitly agree in principle with the school's mission, guiding principles, and approaches to learning and teaching.

### **Standards**

1. Faculty members, parents and guardians will support student learning in line with the school mission, guiding principles and approaches to learning and teaching.
2. The school leadership team will seek the opinion, advice and support of all major stakeholders with any decision-making that may significantly impact the school's mission or approaches to learning and teaching at The school-wide level.
3. The school leadership team will conduct formal, anonymous and comprehensive opinion surveys about the overall performance of the school on an annual basis. Such surveys will be offered to all parents, guardians, faculty members and, where appropriate, students. A summary of the perceived strengths, concerns and suggestions for improvement, along with a planned school response, will be subsequently presented to the school community in an open forum.
4. Procedures to manage parent and guardian concerns, complaints and grievances will be established and communicated clearly.
5. The school leadership team will establish an annual schedule for reporting student academic progress to their parents or guardians.
6. School faculty members will promptly report any concerns about an individual student's academic progress to the school Director or her/his delegate. To every extent possible, parents or guardians will be consulted and engaged in planning and implementing strategies to address concerns about a student's academic progress.
7. The school leadership team will establish a variety of communication media, including but not limited to formal meetings, telephony, e-conferencing, e-publications, printed paper, emails, and automated short message service (sms) text.
8. All front office staff members will receive annual training in the proper reception of and interaction with visitors to the school campus. Such training will also incorporate appropriate telephone and email protocols.

### **Guidelines**

1. This policy should be read in conjunction with the Community Relation Global policy, Code of Conduct, Code of Ethics (Teachers), Student Rights, Responsibilities and Expectations policy, and relevant School Board policies.

## 1.2 External Community Relations Policy

### 1.21 Relationships with Other Schools, Clubs or Organizations

#### Beliefs

1. External community relations are those interactions between members of the school's community and all persons or constituted bodies not directly engaged in the school's education programs.
2. The school's community consists of its students, faculty members, staff members, parents or guardians of students, and long term out-sourced contracted service providers.
3. In particular, this policy applies to relations with other schools, clubs or organisations.
4. The school leadership team should establish and enforce mutually agreed procedures and protocols to protect all students' safety and ensure good behavior at school-sponsored, student-related functions or activities, regardless of location.
5. Spoken, written and visual communications beyond the school community present the first and lasting impression of the school's quality of programs and, as such, should be consistent and exemplary in content, style, clarity and effectiveness.

#### Standards

1. The school leadership team will establish and enforce mutually agreed procedures and protocols to protect all students' safety and ensure good behavior at school-sponsored, student-related functions or activities, regardless of location.
2. The school's community will support external communications in line with the school's mission and guiding principles, and Board and operational policy.
3. All school merchandise, stationery, mastheads, dress codes and online presentations will consistently have integrity in design, style, production and quality of materials.
4. School community members will promptly report any concerns to the school Director or her/his delegate about an individual's inappropriate behavior in a public forum.
5. All front office staff members will receive annual training in the proper reception of and interaction with visitors to the school campus. Such training will also incorporate appropriate telephone and email protocols.

#### Guidelines

1. This policy should be read in conjunction with the Community Relation Global policy, Code of Conduct, Code of Ethics (Teachers), Student Rights, Responsibilities and Expectations policy, and relevant School Board policies.

## 1.3 Community Access to School Facilities (refer to Board policy)