

MODEL Policy Manual

EXEMPLARY INTERNATIONAL SCHOOL

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EXEMPLARY INTERNATIONAL SCHOOL

Chapter 1. The School

1.1 Legal Status

1.11 The Exemplary International School is a non-profit, independent day school serving the needs of the children of the community who would benefit from such an institution with instruction in the English language, international in character and based on contemporary educational philosophy and methods. The legal foundation of the school is established in the Articles of Association of the Exemplary International School Association, adopted January 1, 1975. *(Note: A policy on the legal status of the school should simply reference the Founding Documents; no need to reiterate details as policy.)*

1.12 Bylaws

The Exemplary International School Association Bylaws last amended June 1, 2018, stipulate the structure and composition of the governing Board of Trustees and set forth its authority and responsibilities. Note: Policy should note the latest version of Founding Documents *(Note: Policy should note the latest version of Founding Documents referenced, to prevent confusion with obsolete copies.)*

1.2 Program Parameters

1.21 Mission

EIS creates an academic and social environment based on international educational principles. The School inspires students from the international and *host country* community to achieve their individual potential, become life-long learners, and contribute to a changing global society. *(Note: Mission, Vision, and, if it is articulated, Philosophy, serve as the basic program parameters, all determined (approved) by the Board. Core Values, Learning Beliefs, etc. are stated in Chapter 7, Curriculum and Instruction.)*

1.22 Vision

“Enabling students to become stewards of a just and sustainable world.”

1.23 Philosophy

We are a compassionate, caring and diverse community.

We act with integrity and respect.

We embrace creativity and balance.

We are proud of our diversity and willingness to collaborate.

We hold each other accountable to these values.

1.3 Governance

The governance of the school shall be exercised by a Board of Trustees, as set forth in the Articles of Association and Bylaws.

1.31 Role of the Association

The roles of the EIS Association and Association members and protocols for conducting Association business are stipulated in the Articles of Association and Bylaws.

1.4 Accreditation and Authorizations

EIS values recognition as an excellent educational institution grounded in research-proven international educational principles and accordingly will maintain accreditation from one of the major USA regional accrediting agencies* accrediting international schools or similar international agency fully recognized by universities in the United States, approved by the Board. (**Note: Unless there is some driving reason, the current accrediting agency need not be identified, leaving room for changing agencies with Board approval if warranted.*)

The School will also maintain authorization as required by other organizations* whose services or materials are incorporated into the EIS program. (**Note: such as International Baccalaureate, the College Board, etc.*)

1.5 Non-discrimination Policy

EIS is committed to maintaining a school that is free from unlawful discrimination of any student or employee based on that person's race, religion, sex (including gender identity and sexual orientation), or national origin. Such discrimination is not tolerated because it jeopardizes the harmonious relationships necessary for the effective operation of the school. Students and employees of the School enjoy the right to study and work in an environment free from discrimination. (*Note: Non-discrimination policies 1.5, 1.6, and 1.7 are now common practice, however, the exact wording of them should reflect local laws, customs, and the intention of the Board.*)

Any employee or student of the School who discriminates against another employee or student is subject to discipline. Students or employees who believe they have been subjected to harassment or unlawful discrimination based on race, religion, sex (including gender identity and sexual orientation), or national origin should immediately report their concern to the Director or his/her designee.

The Director shall ensure that this policy is understood, abided by, and enforced and establish a process to investigate complaints promptly and take corrective/disciplinary action as necessary.

1.6 Diversity, Equity, and Inclusion

In fulfilling our mission, EIS is dedicated to creating systems that value the unique contributions of all students and staff to our school and fully engage all members of our school community in achieving our vision.

Accordingly, we commit to explicitly embedding a diversity, equity, and inclusion lens in our organizational culture and our educational practices.

The Director is responsible for ensuring that our school culture embodies practices honoring and demonstrating diversity (the collective mix of differences and similarities amongst individuals within our community), equity (equitable access to success across our

school's programs), and inclusion (an environment in which all individuals feel a sense of belonging in our diverse community). *(Note: Same as above - should be worded to reflect the School's intent.)*

1.7 Religious and Political Neutrality

EIS maintains the posture of neutrality on all matters relating to religion and politics. The School will not proselytize a specific religious belief or political ideology, but will incorporate into the curriculum knowledge and appreciation of the role that religion and politics play in the social, cultural and historical development of civilization. School facilities may not be used by any individual or group for religious or political purposes.

(Note: The School's position on religion and religious organizations, whatever it is, should be clarified in policy.)

Chapter 2. Board of Trustees

2.1 Powers and Duties of the Board of Trustees

2.11 Trustee Authority and Responsibilities

The Board of Trustees exercises authority over the School and bears responsibility for governing the School as stipulated in the Articles of Association and Bylaws.

(Note: If the Board's responsibilities are prescribed in the Bylaws, there is no need to reiterate in policy. Otherwise, a short list of major responsibilities should appear here.)

2.12 Trustee Code of Conduct

Ethical conduct by the Board and individual Trustees is of the utmost importance, both from a legal and fiduciary perspective and in regard to maintaining the confidence of stakeholders. Accordingly, Trustees shall agree to the Exemplary International School Code of Conduct explicitly committing to ethical conduct, including maintaining confidentiality and disclosing conflict of interests, and indicate such agreement by signing the Code of Conduct Form annually. *(Note: Copy of this form should be in the Board Handbook.)*

Confidentiality

Maintaining confidentiality is both a professional and personal obligation of all Trustees. Each Trustee shall respect the confidentiality of all sensitive matters discussed within the Board.

Conflict of Interest

Both actual and potential conflicts of interest by Trustees diminish the ability of the Board to govern fairly and effectively and may be illegal. If at any time a Trustee becomes aware that he or she, his or her employer, or a family member has a real or perceived financial or undue personal interest in a transaction, arrangement, or decision the Board is considering, he or she shall so indicate to the Board, which shall make a determination whether such is a conflict-of-interest. If deemed as such, that Trustee shall not participate in the Board's decision regarding any matter affected by such conflict.

2.13 Board Powers under Emergency Conditions

In exceptional circumstances where it is deemed inadvisable or unfeasible for a quorum of the Board of Trustees to assemble physically, the use of remote participation through electronic media will suffice to fulfill meeting requirements, including deliberation of both agenda and non-agenda items and approval of decisions, as per in-person protocols. The Chair is authorized to determine when such "virtual" meetings are warranted. Quorum requirements remain the same as for in-person meetings, as stipulated in the Bylaws. *(Note: Ensure this is consistent with Bylaws, which should allow for virtual meetings.)*

2.2 Strategic Governance

The Board of Trustees is focused on establishing the strategic direction of the School. Inherent in that process is its responsibility for exercising fiduciary oversight to ensure mission fulfillment, maintaining appropriate policies, and exercising strategic foresight. In fulfilling this role, the Board will monitor the implementation of its policies and decisions and achievement of its strategic directives.

Guidelines for such monitoring are described in the Board Handbook.

2.21 Board Goals and Plans

In order to promote ongoing effective governance, the Board will adopt annual Board goals for the operational and strategic work of the Board, develop action plans accordingly, assess the results, and adjust as needed

Complementary to its own goal setting, the Board is responsible for approving the strategic direction of the school. As such, it will approve a Strategic Plan, integrated with the Financial Plan and Master Facilities Plan, to be updated annually.

2.22 Board Policy /Policy Development

The Board shall adopt policies to further the mission of the School and to ensure the effective management and operation of the school. All policies shall be framed and interpreted in accordance with the Articles of Association and Bylaws. Policies will conform with established criteria of international school policies, as broad expressions of the board's expectations to be implemented by the designated authority. *(Note: this is elaborated in the Board Handbook)*

Policy Review

The Board shall undertake development or review of any policy as warranted. Such review may occur upon recommendation of the Director or a Trustee and stem from a situation wherein the lack of policy, inadequacy of a current policy, or inappropriateness of a current policy is noted.

Draft policies, with rationale for any changes, shall be recommended in writing to the Board for review prior to a scheduled Board meeting at which time such proposed policy changes will be considered by the Board. Policies may be adopted either on first reading by a unanimous vote of Trustees present or after a second reading at a subsequent Board meeting by a majority vote of Trustees present.

Suspension of Policy

The Board may temporarily suspend the implementation of any policy not mandated by the Articles of Association or Bylaws where it determines that applying the policy does not serve the interests of the School. Should a policy be suspended by the Board, it should be referred for review, resulting in a recommendation to the Board within a stipulated timeline.

2.23 Board Calendar

In order to ensure a timely and deliberate work plan for its governance responsibilities, the Board will approve and abide by an annual Board Calendar

delineating major Board tasks, reports to the Board, and strategic endeavors planned for the school year.

2.3 Board Development

2.31 Selection of Trustees

Guidelines for the selection of Board members are established in the Bylaws. Specific protocols for identifying and recruiting candidates skilled and experienced in areas of particular need to the Board of Trustees are described in the Board Handbook. *(Note: Typically, selection of Trustees is covered in the Bylaws; if not, then the process should be elaborated here.)*

2.32 Orientation, Retreats, & Appraisal

The ongoing development of the capacity of the Board of Trustees is of great importance. In recognition of that need, the Chair and Director shall ensure planning and execution of an orientation of new Trustees, an annual “retreat” of the full Board, and a summative self-appraisal process of the Board, on which basis subsequent Board goals are determined.

2.33 Removal of a Trustee

Prior to the expiration of the terms of their office, Trustees may be removed from the Board by an affirmative vote of five (5) Trustees. The Trustee subject to removal shall be recused from voting, as a conflict of interest. *(Notes: 1. Ensure nothing in the Bylaws prevents the Board from removing a Trustee. 2. A “super-majority” of the full Board, not just a quorum, needed for such a weighty decision.)*

The option to remove a Trustee by the Board should only be used in cases of serious infractions of Board policy, conflict of interest, malfeasance, extremely disruptive behavior, breaching of confidentiality, or other issue that can damage the reputation of the school or undermine the authority and effectiveness of the Board.

In the event of an issue such as mentioned above, the Trustee should first be counseled by the Chair or designee and if deemed warranted, be requested to resign before the formal removal process is initiated by the Board Chair, or if the member in question is the Chair, by the Board Vice Chair.

2.4 Board Officers

The Board’s officers bear responsibility for leading the Board in fulfilling its governing role. Guidelines for selection of officers and performance of their roles are established in the Bylaws. *(Note: If not described in the Bylaws, such guidelines should be prescribed as policy.)*

2.5 Committees and Task Forces

Committees serve a vital purpose in the work of the Board and are established based on the needs of the Board. They are charged with developing recommendations for Board review/approval. Board-approved Terms of Reference establish guidelines for each standing committee and temporary task force. Committee Chairs and members are appointed by the Chair.

2.6 Board Meetings

Frequency and protocol for Board meetings are prescribed in the Bylaws. As prescribed therein, meetings of the Board of Trustees are work sessions, where the Board performs its governing role of conducting the business of the School, and therefore, are not public meetings. However, the Board of Trustees may, at its discretion, invite members of the community to attend Board meetings as observers or presenters. *(Note: Many schools still conduct “open” meetings and save the real work for Executive Session, which can lead to long, non-productive meetings. Recommend alternatives for the Board to inform and be informed by the community, and use work time more efficiently.)*

2.7 Board Protocols (Board Handbook)

The Board Handbook serves to provide operational guidance for the work of the Board. All Trustees are expected to be familiar with the protocols so described. Authority to amend that Handbook rests with the Board and can be done as needed by simple majority vote.

Chapter 3. Administration

3.1 Director-Board Relationship

The Board has the responsibility to select, employ, evaluate, and if necessary, terminate the Director. The Director serves as the Chief Executive Officer of the School, responsible to the Board for the implementation of Board policies, the execution of Board decisions, the day-to-day administration of the School, and advising the Board on all policy matters.

In delegating these responsibilities, the Board shall:

- Give the Director full administrative authority for properly discharging his or her professional duties.
- Invite the Director to all Board and Committee meetings except those pertaining to the Director's contract or performance.
- Refer complaints and requests to the Director and discuss them at a Board meeting only after the administration has had an appropriate opportunity to react.
- Make requests for reports and other detailed information as a Board, or, if the Board so authorizes, as a Committee, not as individual Trustees.

3.2 Director's Responsibilities

Specific Director's duties and responsibilities are stipulated in the Director's Job Description. *(Note: A link to a copy of Director's Job Description should be provided in the Board Handbook)*

3.21 Administrative Regulations

A set of Administrative Regulations and other handbooks, manuals, and memoranda stipulating procedures and guidelines for the implementation of Board Policy shall be maintained by the Director. The Board reserves the right to review such regulations at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

The Director will notify the Board of any significant changes to current protocols directly linked to Board policy. *(Note: Wording like this leaves room for interpretation, which relies on the Board having trust in the judgment of the Director. If that trust is absent, no amount of specificity in policy will suffice!)*

The Board will be provided with links to all regulations issued by the administration.

3.22 Administration in Absence of Policy

The Director is responsible for the administration of the School in accordance with Board policies. When circumstances require immediate action but existing policies provide no guidelines and there is no time to consult either the full Board or the Chair, the Director is empowered to take appropriate action. The Director shall report such action to the Board at the earliest opportunity.

3.3 Director's Contract

The Board shall execute a decision regarding renewal of the Director's Contract and associated terms and conditions in a timely way such as to ensure due process for all parties and allow for effective transition should the contract not be renewed. Guidelines for contract renewal, non-renewal, and termination are stipulated in the Director's Contract. *(Note: Specifics, such as notification dates, etc. should be in the contract, not policy.)*

3.4 Director's Evaluation

One of the Board's chief responsibilities is supporting and nurturing the Director. One fundamental component of that process is the annual review of the Director's performance.

The evaluation process is meant to be growth- and improvement-focused. The tools used in that process shall be developed collaboratively by the Board and Director, based on clear mutual understanding of expectations as set forth in the Job Description, Board-approved annual Director's goals, and other documented responsibilities that might arise during the school year. *(Note: see Board Handbook for more detail).*

3.5 Director Recruitment and Selection

In the event it is necessary to select and employ a new Director, the Board shall initiate and supervise the search processes, and shall make the decision of whom to employ and on what terms. In conducting the search, the Board shall consider the perspectives of all elements of the School community, including administrators, faculty, staff, students and parents.

Chapter 4. Finances

4.1 Fiscal Guidelines

4.11 Fiscal Authority

All financial authority is vested in the Board, supported by the Finance Committee as stipulated in the Articles of Association and Bylaws. Financial transactions may be executed on behalf of the School only if approved by the Board or by an individual to whom the Board has delegated authority.

Specific guidance regarding that delegated authority is established in the EIS Finance Handbook.

4.12 Finance Procedures (Finance Handbook)

The EIS Finance Handbook contains guidelines for implementing finance policies and is approved by the Board annually. In the event that significant exceptions to or changes in those guidelines are warranted during the year, the Director and Treasurer will recommend accordingly to the Board for approval. *(Note: Moving protocols for operational financial practices enables the Director and Finance Committee to make minor adjustments as needed and keeps the full Board's focus on broader, strategic issues. Annual approval by the full Board and constant attention from the Finance Committee provides the fiduciary control for which the Board is accountable.)*

4.2 Financial Planning

4.21 Financial Plan

Foresight in sustaining the School's financial security relies on careful planning, execution, and oversight. Accordingly, the Board will maintain a three-year Finance Plan integrated with the School's Strategic and Facilities Master Plans, reflecting the Board's priorities. *(Note: What used to be a five-year window has been shortened to three years in light of the rapid pace of change in strategies, operations, and the financial environment in which the school functions.)*

4.22 Annual Budget

The School's annual budget establishes a framework of anticipated expenses. As an authorization for expenditure of funds, the budget shall be approved and if necessary, adjusted by the Board upon recommendation of the Treasurer. Protocols for development of the budget are prescribed in the Finance Handbook.

4.23 Reserves

An Operating Reserve Fund shall be maintained to provide for emergencies that may put the operations of the School in financial distress. This fund shall not be depleted to less than an amount equal to three months of the current year's annual operating expenses. *(Note: Three months is commonly recommended, however, depending on the school's financial vulnerabilities, that should be determined school-by-school.)*

A Capital Reserve Fund shall be maintained to provide for the renewal and replacement of the School's plant and equipment and other capital items. It is intended to supplement the annual capital budget of the School. The amount in the

Capital Reserve Fund is determined in concert with the three-year Finance Plan and Master Facilities Plan, and updated annually.

Expenditures from either Reserve Fund require approval by the Board.

4.24 Investments

The primary objective of the investment program is to provide safety and liquidity of capital in order to support the School's programs. The investment program will be recommended by the Treasurer, approved by the Board, implemented by the Director, and overseen by the Finance Committee in accordance with guidelines established in the Finance Handbook.

4.3 Revenue Sources

4.31 Tuition, Fees, and Other Revenue

As a non-profit entity, the School seeks to take in as revenue funds sufficient only 1) to fund all anticipated operating expenses needed to fulfill the mission of the School, 2) to meet current and short-term capital needs, including appropriate facilities' expansion in support of the mission of the School, and 3) to provide prudent reserves for future needs.

Accordingly, tuition will be set annually by the Board upon recommendation of the Finance Committee. Protocols for developing that recommendation are stipulated in the Finance Handbook.

4.311 Refunds of Tuition and Fees

Fiscal decisions and programming commitments are made well in advance, based on anticipated revenues, thus refunds of tuition and fees cannot be guaranteed and may be made only under strict conditions:

Capital assessment and registration fee

These fees are not refundable.

Tuition fees

The School does not reimburse any payment for a current semester due to a student's absences, withdrawal, suspension or expulsion.

However, under normal conditions, first semester payments will be reimbursed if the School is notified of withdrawal before the first day of classes; second semester payments will be reimbursed if the School is notified of withdrawal before the last day of classes of the first semester.

Long-Term School Closure

In the event whereby the School is forced to close and is not re-opened in sufficient time to provide a minimum school year (as defined by the Board), the Board will decide if and how much of the paid tuition the School will refund to parents/sponsoring organizations. Should a minimum school year be offered as defined

by the Board, no refund will be given to parents/sponsoring organizations.

(Note: Exact protocols for what refunds are made when, to whom, etc. is a local decision, but the school should have those guidelines set as policy to avoid confusion and controversy.)

4.32 Aid and Grants

Periodically funds may be sought or made available from outside sources as grants or aid. Decisions to accept funds from government foundations or private sources are made by the Board. Such grants must comply with the conditions and requirements stipulated in the Finance Handbook.

4.33 Fundraising/Institutional Advancement/Gifts

Fundraising is designed to supplement tuition and fees and other revenue sources. All major fundraising endeavors shall require approval of the Board. Guidelines for both minor (for instance, a student-led drive for a community service project) and major (for instance, developing a scholarship fund) fundraisers are established in the Finance Handbook.

The Director is authorized to accept gifts of value less than \$1,000 as long as such gifts are given freely and unconditionally. Gifts of greater value or those which are linked to a particular condition of acceptance or use require the approval of the Board.

4.4 Student Scholarships and Tuition/Fee Waivers

EIS values and celebrates diversity. The School culture is enriched through academic and social interactions among a diverse student body. Towards that end, the School has established The EIS Scholarship Program.

The EIS Scholarship Program provides qualified students of any nationality, who are unable to attend EIS due to financial limitations, access to an EIS education.

Guidelines for granting and maintaining scholarships/fee waivers are established by the Director and approved by the Board. Administration of these scholarships is undertaken by the Scholarship Committee, as established by the Director. *(Note: Decisions regarding specific families/students should not be made at the Board level - not only would that subject the Board to undue scrutiny by the community, the process itself is very time-consuming. The Board maintains control by approving the guidelines and budget and the Director is responsible for processing and making decisions accordingly.)*

4.5 Accounting

4.51 Business Office Accounting and Reporting

Protocols for accounting and reporting are stipulated in the Finance Handbook.

4.52 Financial Audit

An external auditor approved by the Board shall complete an annual audit. The audit shall commence not later than 60 days following the end of a fiscal year, with

draft report submitted to the Finance Committee for review and forwarding to the Board for acceptance not more than 45 days thereafter.

Chapter 5. Operations

5.1 Facilities

School facilities at EIS shall offer the best possible environment for learning and teaching. Buildings, grounds, and equipment shall be maintained in good physical condition: safe, clean, and optimally functional. The care, custody, and safekeeping of the School's facilities are the responsibility of the Director.

5.11 Facilities Master Plan

The Board will maintain a Facilities Master Plan, updated annually and integrated with the School's Finance Plan and Strategic Plan, and used to guide facilities decisions.

5.12 Environmental Sustainability

The School recognizes that its operations have a direct and/or indirect effect upon the environment and shall continuously commit to improving its environmental impact, both for practical reasons and as a model for students. Therefore, when making decisions the School shall take into consideration the impact of those decisions on the environment.

The School shall encourage student initiatives that further sustainable environmental practices.

5.2 Safety and Security

A safe, healthful, secure working environment for EIS employees and students is necessary for both the well-being of all and to ensure optimal conditions for learning. Accordingly, the Director shall promulgate safety and security guidelines and ensure systems are in place that promote the safety, security, and wellbeing of all personnel, including training, implementation, and preventative measures, as well as conducting follow-up to all incidents, injuries, and accidents.

Standards and protocols for such measures are prescribed in Administrative Regulations and published in handbooks and manuals as appropriate.

5.3 Emergency Policies

5.31 Emergency Procedures Manual

The Director shall maintain an up-to-date Emergency Procedures Manual and ensure implementation of all regulations and practices therein. The Director will brief the Board annually and notify the Board of any significant changes to procedures cited in that Manual as they are needed.

5.32 Crisis Response

5.321 Force Majeure

In the event of civil disobedience, war, strike, terrorist actions, natural calamity or threats thereof, or in case of force majeure due to any other events, the school may be forced to close or limit access to its premises.

In the case of a temporary closure, the School, to the greatest extent possible, will continue to deliver its programs virtually until such time as it can reconvene.

The Director shall ensure adequate plans and resources are in place, in accordance with the School's Risk Management Plan. *(Note: See 5.5, below)*

5.322 School Closure/Dissolution

In emergency situations it may be advisable to close school. In such cases, the Director shall recommend to the Board Chair that the school be closed, either through early dismissal or for one day. If closure for more than one day is warranted, the Chair shall survey the full board and then make a decision. If closure is anticipated to extend more than three days, the full Board will make the decision. Over and above this protocol, should a situation arise that poses danger to the safety and wellbeing of students and staff and the Director is not able to contact the Chair, s/he is authorized to close the school for up to one day.

Upon decision to close school, the Director bears the responsibility of informing the Board, parents, faculty and staff, students, and other relevant persons/agencies.

School Closure: Continuation of Salary and Benefits

If the School is to be temporarily or permanently closed by order of the Board or as a result of a Force Majeure situation, employees will be entitled to termination benefits in accordance with the terms of their contracts. In the event of temporary closure, employees will continue to receive their salaries as long as they are on contract/employment with the School. In the case of permanent closure of the School, the School will fulfill its obligations to the best its ability with a goal of compensating employees on continuing contract with six months' salary and for employees on current contract who are not continuing for the following school year, six months' salary or salary continuation for the remainder of the current school year, whichever is the lesser of the two. *(Note: This policy should be crafted in light of the particular situation at the school: local laws and customs, financial environment, unemployment compensation, employment insurance, etc.)*

5.4 Support Services

5.41 Transportation Program

The EIS bus program operates under the direction of the Director to serve the needs students in a safe and efficient manner. Bus service is provided for an additional fee, routes contingent upon sufficient ridership. Teachers may ride EIS buses as stipulated in the Human Resources Manual. Exceptional busing arrangements and trips are to be handled as determined/delegated by the Director. The Director shall determine how best to offer a bussing program, through "in-house" service or contracted vendor(s).

Transportation for students engaged in approved School activities shall be provided by the School as determined by the Director. *(Note: Whether or not the school*

runs bussing and school lunch progress or contracts them out, there should be a clear policy such as this sample.)

5.42 Food Services

The School will maintain a quality school lunch program that provides opportunities to purchase food items on campus in keeping with healthy food choices. The Director shall determine how best to offer that service and if warranted, other food services, through “in-house” service or contracted vendor(s) and establish a system to ensure quality control and safety.

5.43 Health and Wellbeing

The health and wellbeing of all employees and students is of the utmost importance. The Health Office will maintain a Health Services Manual, approved by the Director, providing standards and guidelines for ensuring the health and wellbeing of all employees and students. The standards and guidelines will be updated annually and communicated, as appropriate, to the school community in the Parent and Student Handbook and the Faculty and Staff Handbook.

5.5 Risk management

Recognizing that EIS, like all schools, is subject to risks that could negatively impact its long-term operation and in order to enable the Board to fulfill its responsibility to ensure the long-term viability of the school, the Director will employ a systematic approach to risk management as follows:

- a. The Director will produce an annual Risk Management Plan Report for approval by the Board.
- b. The Risk Management Plan Report will include assessment of impact and likelihood of occurrence for all significant risks and the framework of mitigation strategies for each.

5.51 Insurance

The School shall maintain adequate levels of insurance for losses through disaster, theft, accidents, liability, and other risks as the Board sees fit. The Director in consultation with the Finance Committee shall recommend the appropriate coverage, which shall be submitted to the Board for approval as a component of the upcoming school year budget.

5.6 Tobacco, Nicotine, Alcohol, and Substance Use and Abuse

Use of Tobacco, Nicotine, and Alcohol

EIS is a smoke-free, nicotine-free campus. In the interest of the health of the School community, use of nicotine products is forbidden on the campus. In addition, the School prohibits the consumption of alcohol on campus by students. Consumption of alcohol is permitted for adults with the written consent of the Director, however, alcohol consumption is not permitted while school is in session and/or in the presence of students.

Substance Abuse

Possession, sale, sharing, or use of any not-prescribed substance for mood-altering or other inappropriate purposes by students and employees of EIS is inconsistent with a healthy lifestyle and the goals of the School and therefore is prohibited.

The Superintendent shall communicate the School's Tobacco, Nicotine, Alcohol, and Substance Use and Abuse policies, expectations, and protocols in the relevant Handbooks.

5.7 Data Storage and Security

The collection, analysis, and utilization of data is a vital aspect of school operations and planning, however, given the fast-changing nature of digital technology and increasing vulnerabilities, that data must be handled with care. Accordingly, the Director shall ensure that the School maintains appropriate storage, access, use, and protection of data in accordance with best practice, throughout the school.

5.8 Acceptable Use or Technology

The appropriate use of technology is vital to fulfilling the School's Mission. The School is committed to ensuring that technology is employed ethically and constructively. The Director will maintain, communicate, and ensure compliance by faculty, staff, and students, with "Acceptable Use of Technology Guidelines." Failure to follow these guidelines can result in loss of privileges, disciplinary action, or legal action depending on the offense.

Chapter 6. Personnel

6.1 Staffing Philosophy

EIS is committed to employing highly-qualified staff to execute the school program in accordance with the School's Mission, Vision, and Core Values. The Director is responsible for recruiting and sustaining faculty who are committed to the School's Learning Beliefs and dedicated to guiding their students to reach the School's Learning Objectives.

6.12 Equal Opportunity

EIS provides equal employment opportunity and treatment for all applicants and employees in recruiting, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without unlawful discrimination on the basis of a person's race, religion, gender identity, sexual orientation, age, or national origin except insofar as such factors are relevant to job performance or the needs of the school.

The hiring of spouses, partners, or other relatives of staff members shall not be precluded, however, accommodations shall be made to avoid direct supervision by a staff member of his/her spouse, partner, or relative. *(Note: recognizing that in some locales, there are legal "discriminatory" factors (e.g. maximum age))*

6.2 Job Classifications

The categories of personnel at EIS include:

- a. Administration: Administrators who occupy senior management positions.
- b. Teachers: Teachers and counselors employed in the Early Childhood Center, Elementary School, Middle School, and High School.
- c. Support Staff: All other staff members.

6.21 Qualifications and Job Descriptions

EIS faculty and staff rights and responsibilities are prescribed in this Policy Manual, the Contract, their Job Description, the Human Resources Manual, and Faculty and Staff Handbooks.

6.3 Faculty and Staff Recruitment and Assignment

It is the responsibility of the Director to recruit and hire qualified employees within the financial limits of the recruitment budget and make assignments consistent with the contract.

The recruitment of administrators and teachers shall draw on all available national and international resources as budget restrictions allow that may be required to recruit administrators and teachers of the highest quality.

6.4 Contracts/Terms and Conditions of Employment

Contract protocols and terms and conditions of employment are in accordance with Board policy and the guidelines and standards described in the Human Resources Manual and

stipulated in the individual employee contract, the job description, and the Faculty and Staff Handbook.

The Director shall inform the Board of anticipated changes in upcoming contract terms and conditions regarding job requirements, employee rights, and contract language and shall obtain Board approval for contract changes involving compensation and benefits.

6.41 Compensation and Benefits

Compensation and Benefits shall be set and budgeted for by the Board upon recommendation by the Director and promulgated in the Human Resource Manual and, as appropriate, Faculty and Staff Handbooks, updated annually. Any variances from approved guidelines must be approved by the Board. *(Note: No need to list all the benefits as policy.)*

6.42 Professional Development

Professional development for all employees both enhances their performance and models the belief that learning is valued throughout the School.

The Director shall develop and implement professional development experiences for all employees.

6.43 Supervision and Evaluation of Personnel

Appraisal at EIS is designed to accomplish two essential goals. The first is to encourage excellence in job and professional performance. The second is to inform staffing decisions regarding contract renewal and assignment.

Each employee of EIS will have his or her performance reviewed annually by his or her supervisor. Protocols for such evaluation are stipulated in the Faculty and Staff Handbooks

6.44 Personnel Records

Employee personnel records shall be maintained as directed by the Director and described in the Human Resources Manual.

An individual's personnel file is open to review by that faculty or staff member by appointment. The employee retains the option of appending a statement to any supplemental documents maintained in this file. The employee may request that an item be added or discarded from his file. The decision rests with the Director.

Confidential letters of reference and other confidential materials may not be released to the employee.

6.45 Suspension/Termination

The contracts of faculty and staff members may be not renewed, and faculty and staff members may be suspended or dismissed from their positions in accordance with the applicable contractual clauses and policies of the Board and aligned with legal requirements.

6.46 Staff Complaints and Grievances

The School will maintain a productive workplace by defining a process for resolving grievances. That process is described in the Human Resources Manual and Faculty and Staff Handbook, establishing the protocol for submitting a grievance to the Board when (1) internal grievance procedures have been exhausted and (2) the employee alleges either that (a) Board policy or contract terms has been violated to his or her detriment or (b) Board policy does not adequately protect his or her rights. *(Note: See Board Handbook for guidelines regarding how the Board shall respond in Grievances)*

6.47 Reduction in Work Force

In the event that unforeseen circumstances such as an insufficient enrollment of students to support any given program force a reevaluation of program and staffing needs, faculty and staff may be released from duty, in conformance with law, without notice, providing up to 30 working days severance allowance or the end of contract, whichever is less. Severance payments will not be made for termination for cause.

This policy does not supersede or supplement any other policies or clauses regarding contract termination or School closure. The intent and spirit of this policy is to establish broad guidelines for how the School would execute a reduction in force due to an elimination or consolidation of programs based on student and community needs and circumstances.

Guidelines for implementing this policy are stipulated in the Faculty and Staff Handbook.

Recommendations of any reduction in force must be submitted to the Board for final approval.

6.5 Harassment Policy

EIS will not tolerate harassment by any member of the community, student, teacher, administrator, parent, school or contractual staff, or visitor on the premises or at events sponsored by the school.

The Director shall take the following steps to enact this policy:

1. publish and disseminate a clear definition of harassment and bullying
2. ensure that the educational program includes providing information about harassment and bullying to students as appropriate,
3. promulgate and enact an effective reporting and investigation/follow-up protocol in the event of suspected or alleged harassment or bullying,
4. establish, communicate, and enforce appropriate consequences for proven cases of harassment or bullying, including addressing knowingly false accusations.

6.6 Whistleblower Policy

The School encourages employees to report unethical or illegal conduct of any type, and ensures that there will be no retaliation for reporting pursuant to the established protocol. The protocol for reporting and addressing alleged unethical or illegal conduct is described

in the Human Resources Manual. *(Note: See Board Handbook for clarification of how the Board will handle a whistleblower report.)*

6.7 Human Resource Protocols (Human Resources Manual/Staff-Faculty Handbook)

EIS is committed to ensuring that employees are fully aware of standards and protocols regarding their employment. The Director shall maintain and promulgate appropriate handbooks and manuals describing expectations and rights and responsibilities of employees, aligned with School policy. Employees are required to review their relevant handbook and abide by the guidelines therein.

The Head of School shall notify the Board of any significant variation from procedures, regulations, and protocols stipulated in the Manual.

Chapter 7. Curriculum and Instruction

7.1 Educational Philosophy

Education is the means by which home and society help every individual to achieve academic excellence and gain a personal understanding of the world around them, acquire the knowledge and skills that are prerequisites to lifelong learning, and develop the values and skills that contribute to happiness and to becoming a responsible citizen in a global community. The reaffirmation of this belief is emphasized in the School's Mission, Vision, Core Values and Student Learning Beliefs.

7.11 EIS Core Values

Character - integrity, resilience, and caring for others

Citizenship - global perspective, environmental awareness, and service

Communication - listen and share to understand and be understood

Critical Thinking - analysis, assessment, and a problem-solving mindset

Collaboration - teamwork, empathy, and decision making based on shared information and perspectives

Creativity -curious, open to risks and innovative

7.12 Learning Beliefs

At EIS, we believe that:

- High academic expectations and positive student-teacher relationships are the cornerstone of education.
- Critical, creative, and independent thinking are essential components of education.
- Learning is a life-long process.
- All children can learn, but they learn in different ways.
- Education is a shared responsibility between students, teachers, and parents.
- It is the School's responsibility to challenge students to discover and develop their potential.
- Students are motivated by a supportive environment that encourages curiosity, discovery, and problem solving.
- Our school environment should enhance the development of the whole child: physically, intellectually, socially, emotionally, and spiritually.
- Awareness and respect for the environment is essential to global citizenship.
- Diversity enriches the school community and learning from one another within the context of our host country is an invaluable experience for our students.
- Students are responsible for becoming positive agents of change in the world.

7.13 Learning Objectives

Teachers, students, and parents in the EIS community are joined together in partnership to ensure that all students:

- Demonstrate a capacity for lifelong learning and the desire to learn and grow.
- Initiate, explore, and embrace new challenges and risks.
- Value and respect themselves and other members of the XYZIS community.
- Demonstrate independent, creative, and critical thinking necessary for problem solving and decision making.
- Work toward excellence in their academic, physical, social and emotional realms.
- Demonstrate content knowledge and skills essential for building a conceptual understanding of the world around them.
- Demonstrate the ability to use technology and adapt to change.
- Engage in meaningful involvement in both local and global communities.
- Demonstrate an appreciation, respect for, and sense of concern for the environment.
- Develop a personal code of ethics which contributes positively to our world.

7.14 Instructional Standards

The School's curriculum and instruction is based on American and international curriculum standards that include the essential skills, knowledge and understandings that reflect the basic characteristics of curricula found in the best independent American and international schools, culminating in a US high school diploma.

Instruction at EIS shall be designed to:

- fulfill the EIS mission;
- align with the School's Core Values and Learning Beliefs;
- achieve the School's Learning Objectives; and
- conform with the school's Strategic Plan.

In providing a quality education comparable to the best independent American and international schools, EIS shall offer the following levels and grades:

- Early Childhood (EC1, EC2, EC3, and K)
- Elementary School (Grades 1 to 5);
- Middle School (Grades 6 to 8); and
- High School (Grades 9 to 12).

Instruction at each level or grade shall be appropriate for the students' developmental stage, intellectually, emotionally, socially, and physically. It will also accommodate, within the limitations of resources made available, students with mild learning difficulties, students with exceptional cognitive, physical, or artistic abilities, and students for whom English is not their first language.

7.2 School Calendar

The annual calendar of EIS shall be set by the Director in accordance with the curricular needs and the administrative requirements of the School, and include between 175 and 180 instructional days, of which up to ten (10) "shortened" days for students may be scheduled to allow professional development meetings of staff and up to five shortened days may be scheduled prior to school holidays to facilitate travel. Parent conference days are considered instructional days.

The School adopts the host country's national and legal holidays.

7.3 Curriculum and Instruction

Developing and implementing the EIS curriculum and ensuring effective instruction is the responsibility of the Director. Major changes to the curriculum or instructional methodology having significant budgetary or philosophical impact will be approved by the Board. *(Note: "Significant" impact is subject to interpretation, which relies on the Board having trust in, as well as open communications with the Director. The Board should have approval authority over major changes such as adopting the International Baccalaureate Diploma program, but not be engaged in picking a new math series for the elementary school. It's the "in-between" decisions that call for trust and communications.)*

7.31 Curriculum Development

EIS Curriculum shall be designed, documented, reviewed periodically, and revised to ensure that it provides students with research-proven effective learning experiences consistent with the school's Mission, Vision, Core Values, Learning Beliefs, and Learning Objectives. The curriculum will be articulated within grade level and between grades and across the four schools (early childhood, elementary, middle, and high) and will be regularly updated and evaluated.

Curriculum development is the responsibility of the Director.

7.32 Instructional Methods and Techniques

The School recognizes the efficacy of a wide range of instructional methods, including in-class and out-of-class learning experiences. Different approaches to teaching can be highly effective. The Director shall ensure that faculty utilize the most effective instructional methodologies, as evidenced in sound assessments of student learning. *(Note: to include field trips, etc. No need for specificity in policy.)*

7.33 Material Selection/Controversial Issues

Access to quality instructional materials is a key component of the EIS learning experience and shall be the responsibility of the Director. Guidelines for the selection of instructional materials shall be provided to faculty by the Director and be available to parents and students. Should particular subject matter or materials be perceived as inappropriate, such concern should be raised with the Director who shall be responsible for resolving the matter with due consideration of the relevant learning objectives, principles of academic freedom, and cultural sensitivity. *(Note: Policy wording such as this insulates the Board from parent complaints, etc. and keeps such decisions at the operational level.)*

7.34 Academic Freedom

EIS believes that academic freedom benefits both teacher and student and is a necessary condition for the fulfillment of the EIS mission. Teachers are granted "academic freedom" to exercise their right and responsibility to encourage freedom of discussion in the classroom and to develop in students critical thinking skills and a discerning intellect.

Application of the principle of academic freedom should take into account both

relevant cultural mores and local laws as well as the relative maturity of students and the need for guidance and help in studying issues and respecting balanced viewpoints. Controversial issues will be presented in a fair and unbiased manner.

Accordingly, censorship or undue restraint that impedes instruction consistent, as determined by the Director, with the School's Educational Philosophy shall not be practiced.

The Director shall establish and implement guidelines to ensure that Academic Freedom is understood and honored throughout the School.

7.35 Technology Use

The appropriate use of technologies to enhance students' educational experience is vital.

The Director shall ensure that the effective use of technology is implemented, evaluated, and coordinated across all sectors of the school. Standards for technology use and protocols for the selection and employment of software and hardware, training and instruction of staff, and tech security at EIS shall be promulgated in the Instructional Technology Procedures Manual, to be approved by the Director annually.

7.36 Virtual School

In the event of temporary or long-term closure of the School or withdrawal of a substantial number of students due to force majeure, EIS will provide continuing education through a "virtual school," utilizing faculty and staff supported by technology as appropriate.

Guidelines for the EIS Virtual School will be promulgated by the Director annually, including:

- student eligibility, differentiated by grade level for participation;
- conditions under which the EIS Virtual School will be inaugurated;
- guidelines for its operation;
- clarification of standards and performance requirements;
- protocols for internal accountability and recording/reporting student achievement; and
- duration parameters.

The Director will ensure that preparations are made and the required resources are identified for the success of the EIS Virtual School, should it be needed, by October 1 of each school year.

7.4 Student Support Services

7.41 EAL Program

The EAL (English as an Additional Language) Program at EIS is designed to assist students to reach a level of English proficiency necessary for all academic work.

Should an applicant's competence in English or a currently enrolled student's classroom performance indicate that EAL instruction may be required, an appropriate test will be administered and if deemed necessary, the student will be placed in the EAL Program.

The proportion of EAL students in a given class may not exceed a level at which all students can effectively work in English. This number is determined for each class by the Director.

No additional fee is charged for students who participate in the EAL Program.

7.42 Special Educational Needs Program

Within the limitations of its resources and programs, the School shall make every effort to meet the differing educational needs of its students. However, in some instances, the School may not be adequately staffed or equipped to meet certain special needs.

In such instances, it is the responsibility of the Director to review the candidate's application for admission or a current student's performance as a condition of continued enrollment and to then decide whether to grant admission or continued enrollment and if warranted, arrange appropriate accommodations.

No additional fee is charged for special education services provided by the school.

7.5 Class Size

EIS is committed to providing the conditions necessary for success in the classroom and the number of students in a classroom has a strong impact on that learning environment.

The Director shall establish guidelines for class size and inform the Board of any exceptions to those guidelines.

7.6 Activities Program

A well-rounded education includes the opportunity for students to grow in intellectual, social, physical, and emotional ways through a variety of activities. Therefore, the Director shall develop and promote grade-level appropriate co-curricular activities for EIS students in a variety of areas, including but not limited to academics, sports, arts, and service.

No additional fee is charged for such activities provided as part of the EIS program.

7.7 Graduation Requirements

Upon completion of the graduation requirements that are set by the Director and approved by the Board and full payment of financial obligations, a student shall receive an EIS High

School Diploma. *(Note: Graduation requirements should be listed in the Student and Parent Handbook, not as policy, thus providing some flexibility from year to year (subject to approval by the Board)).*

Requirements for the International Baccalaureate Diploma are established external to EIS.

Chapter 8. Students

8.1 Admissions

EIS shall not discriminate on the basis of race, religion, sex (including gender identity and sexual orientation), or national origin in the selection of its students. *(Note: Note that “age” has been left out; typically, international schools base early childhood enrollment roughly on age, as well as set an upper age limit for high school to maintain some degree of developmental homogeneity at grade levels.)*

Admission is granted to qualified students on a space-available basis. The Board may, however, set nationality "caps" to enrollment in certain grade levels in order to maintain cultural diversity and the international character of the School. *(Note: If a school has priority admissions (for sponsoring institutions, nationalities, etc.), that priority list should be stated as policy here.)*

Admission requirements, established by the Director and specified in the Admissions Regulations, ensure that children admitted to EIS are able to benefit from the EIS educational program, as evident through record review, interview, recommendations, and testing, as determined by the Director. While EIS is unable to provide for students with moderate or severe learning difficulties, students with mild learning difficulties may be admitted if the Director determines that the School can meet their needs within resource limitations.

The application process shall include only information vital to the admission decision.

8.11 Placement of Students

New students come to EIS from a variety of educational experiences, including grade level placement that may or may not conform to the EIS grade level structure. Accordingly, the Director shall determine the most appropriate grade level placement for new students. Initial grade placement may be reviewed and changed subsequently, based on the student's performance.

8.2 Student Rights and Responsibilities

Each EIS student has the right:

- To be secure and safe in his/her person and property.
- To be treated with respect, courtesy, and consideration by all staff and students.
- To be informed as to the rules of behavior.
- To benefit and be recognized for his/her own efforts.
- To have the opportunity to appeal decisions of teachers and administrators in a known, specific, and orderly way.

Each EIS student also has the responsibility to conduct himself or herself in accordance to the School's Core Values. All parents and students shall be informed of their rights and responsibilities through parent and student handbooks, stipulating the school's expectations and protocols.

More specifically, the behavioral expectations of EIS center on the following broad set of expectations for student conduct:

- Show respect for people and property
- Participate actively in learning

- Have a positive attitude
- Be responsible and honest
- Use appropriate language
- Promote school spirit and unity

8.21 Student Conduct; Discipline, Suspension, and Expulsion

The School culture at EIS should foster the well-being of all of the EIS community. Towards that end, the Director is responsible for establishing guidelines for student behavior based on the School's values and expectations and inculcating these behavioral norms in student conduct. Further, the Director is responsible for the application of discipline based on these guidelines, including the determination of appropriate sanctions, which may include counseling as well as disciplinary measures such as suspension or expulsion.

8.22 Tobacco, Nicotine, Alcohol and Substance Use and Abuse Among Students

The School's expectations and protocols in regards to use and abuse of Tobacco, Nicotine, Alcohol and Substances are described in the Parent-Student Handbook. In support of the wellbeing of students related to use and abuse of such substances, the Director shall ensure that age-appropriate instruction in regard to substance abuse is provided. *(Note: Somewhat redundant to Policy 5.6, however this is focused on students, thus distinct.)*

8.3 Student Welfare and Safety

The safety of students shall be ensured through maintenance of safe facilities and supervision of students in school buildings, on school grounds, and during school sponsored activities.

The Director shall implement protocols that ensure a safe, secure, properly supervised learning environment for EIS students.

8.31 Child Protection

Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. EIS endorses the *UN Convention on the Rights of the Child*.

Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at EIS must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy.

Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer and the appropriate child protection agency in the home country, and/or to local authorities.

EIS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, EIS will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, and will make every effort to implement hiring practices to insure the safety of children. In the case of a staff member reported as an alleged offender, EIS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority. *(Note: Operational protocols for the implementation of this policy should be developed so that there is consistency and clarity in definitions, expectations, and procedures to be followed.)*

8.32 Social Emotional Learning and Child Self-Protection

All EIS students have a right to a physically and emotionally safe and secure learning experience. Accordingly, EIS is committed to provide an inclusive and supportive environment with explicit opportunities to develop social-emotional learning and child self-protection skills and knowledge integrated into the curriculum.

Primary among the Director's responsibilities is establishing, implementing, and monitoring the effectiveness of programs and protocols that enhance the social-emotional development and child self-protection agency of EIS students. The Director shall submit an annual report describing such programs and protocols to the Board and community.

8.4 Student Life

Students at EIS spend every day in a vibrant, stimulating, multicultural learning environment. In sustaining this aspect of student life, the Director shall ensure that the School offers a variety of opportunities for students to engage socially, practice leadership, experience teamwork, and develop their creativity. *(Note: This policy serves mainly to honor the "whole child" development of students and signal that this is important at this School. What activities, etc. should be offered need not be stated as policy.)*

8.5 Student Records

The Director shall maintain a permanent record for each student. These records shall be kept in the Administrative offices and shall contain information regarding the student's attendance, academic record, and any other data that the Director deems pertinent to the student's achievement in school.

The Director will establish, implement, and communicate procedures for providing access to students, parents, and, as needed, faculty, and for handling of records and transcripts for departing students.

Confidential letters of reference prepared for the student by school faculty, administration or other staff members are not to be released to the student or family member.

Chapter 9. Community/External Relations

9.1 Communications

EIS recognizes the need for effective communication within the school community.

Accordingly, the Board has established the following communication guidelines:

- a) The Director is responsible for establishing and implementing communication protocols within the school, including proactive communications from school to home and a procedure for handling questions and comments from students and parents.
- b) In all cases, operational matters should be discussed and problems solved by those immediately concerned and be taken to higher authority only when satisfaction cannot be obtained.
- c) Should the issue still not be addressed to the community member's satisfaction, the matter may be directed to the Director. If still unresolved, the community member may then register his/her concern in writing with the Board. Any Board review of operational concerns will be focused on ensuring that policy and regulations were adhered to.
- d) Questions and comments about school policy should be directed to the Director who will consult with the Board as necessary. Decisions will be referred back to the Director for reply or action.

9.2 Community Relations

9.21 Outreach to Community/Government

Positive relations with the community and governmental agencies contribute to the ability of the School to fulfill its mission. In that regard, the Board will ensure that established policies promote good relations and the Director will ensure that operational practices make that a reality.

In particular, the School will specifically endeavor to maintain strong and positive relations with the government and people of our host country.

9.22 Community use of Facilities

The campus and its facilities are available for rental after normal School hours and on weekends, holidays, and vacation periods. Facilities may be made available during School hours if the use is deemed by the Director as practical, positive, and for the good of the School (bake sales, sales of books, etc.) The School will normally assess a fee for the use of its facilities. The use of EIS facilities shall be administered by the Director.

(Note: These guidelines should be elaborated and included in the Student and Parent Handbook and the Faculty and Staff Handbook.)

9.3 Parent Involvement

9.31 Parent-Teacher's Organization

EIS values the contributions of its parents and authorizes the establishment of a Parent Teacher Organization (PTO) whose purposes are to:

- a. promotes internationalism, community, and fun within our school.
- b. plan and organize schoolwide events; and

c. engages in programs which facilitate parent engagement

The PTO is authorized to establish Bylaws and procedures based on the EIS PTO Constitution, which is approved by the Board. *(Note: The Board retaining control of the PTO's Constitution gives the Board leverage in preventing the PTO from becoming either a shadow governing body or an unofficial "deputy director".)*

9.32 Parent Information

Informing parents of the many aspects of EIS occurs in many ways, prime among them, the compilation of guidelines, protocols, and procedures into a handbook distributed to all parents upon enrolment and updated annually. The Director is responsible for promulgating the Handbook (in the form of a Parent Handbook or a Student-Parent Handbook) and parents are expected to be familiar with its contents.