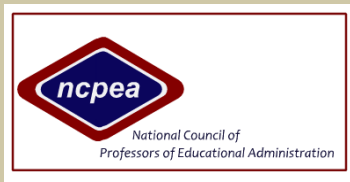


The Comprehensive Guide to Effective Schooling Practices

by

Daniel Scott Groves
and Jan Coyle Groves



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The Comprehensive Guide to Effective Schooling Practices

Table of Contents

Section one: Core Educational Programs

1. Teaching and Learning
Curriculum design and instructional practices to maximize student achievement and guide teacher support to ensure a quality educational environment.
2. Assessment of Student Achievement
Formative and summative assessment of students' progress in mastering skills, knowledge and deep understanding of concepts.
3. Individual Student Support
Additional services to meet the academic, social and emotional needs of individual students, how to write IEPs (individual educational plans).
4. University Guidance
Counseling and guidance for students and parents in the selection and funding of university before high school graduation.
5. Discipline and Social Environment
Procedures to ensure a climate which fosters safe, positive and responsible school ethics and values.
6. Visual and Performing Arts
Provide opportunities to explore and specialize in various experiences in the visual and performing arts.
7. Field Trips and Service Learning.
Academic experiences at off-campus locations designed to support the curriculum and foster service to the community.
8. Sports and Extracurricular Activities
Extracurricular offerings of activities to meet student interest and talents to develop further identity and loyalty to the school and fellow students and teach sportsmanship.

Section two: Management, Quality Control and Customer Care

9. Recruitment of Staff
Competitive recruiting, selection and retention of highly qualified staff.
10. Staff Code of Conduct
Ensuring that staff members maintain the highest standards in day- to- day conduct of their responsibilities in accordance with the school's core values and mission.

11. Staff Training and Development

Orientation of new staff members leading to a successful transition to the school and job responsibilities. Frequent individualized and group learning experiences aimed at continual improvement of performance.

12. Management of Staff

Organizing and monitoring work activities, reviewing progress and providing feedback to employees resulting in maximum individual and collaborative performance.

13. Scheduling Staff, Students and Classes

Developing, implementing and revising procedures to schedule when courses are taught, the number of sections, class sizes, assignment of student to classes and the course load of teachers.

14. Ensuring Excellent Teaching Standards and Performance.

Establishing exemplary standards for instruction and frequent assessment of teacher performance.

15. Admissions

Procedures to welcome, enroll and provide orientation to the school for entering students and their parents.

16. Withdrawal from school

Official transfer of students from school involves the collection of books, equipment and fines with exit interview and student/parent survey.

17. Reception services

Warm and responsive greeting to the public in person, on telephone or by email.

18. Strategic and Operational Planning

Ongoing process to identify and assess long-range, mid-range and immediate needs and objectives for the school so action plans may be developed.

19. Accreditation

Ensure all programs consistently meet the standards set by the school's external accrediting organization(s).

20. Parent Relations

Procedures for communicating, meeting with and reporting to parents.

21. Identification, Recruitment, Selection, Orientation and Transition of the Head of School.

Section three: Programs and Support Services with Direct Customer Value

22. Human Resources

Procedures facilitating efficient services to staff and administration of the Human Resources program and regulations.

23. Security

Procedures governing a secure campus, safe transport to and from campus and off-campus activities, responding to emergencies and accidents and planning to minimize risks.

24. Health and Safety
Procedures for minor medical services and response to medical epidemics.
25. Library and Media Services
Systems to provide print and electronic information upon request of students and staff.
26. Information and Communication Technology
Services to students and staff which provide access to databases, the Internet, email and software.
Assist staff to incorporate appropriate technology skills into lessons and develop tools to make curriculum delivery more effective.
27. Food Services
Provide healthy and nutritious meals and snacks which will maximize student alertness and learning.
Purchasing fresh food guidelines and cleanliness of the School kitchen.
28. Cleaning and Maintenance Services
Implementing principles of health and hygiene, using appropriate tools, supplies and equipment to ensure cleanliness and attractiveness of school buildings and grounds.
29. Transportation Services
Procedures which provide for the safe and efficient transport of students to and from school and off-campus activities.
30. Registrar
Process to facilitate student admission and departure; maintain accurate academic records, documentation for family contact, previous school information and immunization records.
31. Scholarships and Financial Aid
Parameters to guide funding, identify candidates and select recipients.
32. Fundraising
Strategies to operate an Annual Fund, the Capital Campaign, Planned Gifts, Special Projects and Scholarships.
33. Alumni and Parent Support
Strategies to correspond with and maintain positive relationships with former students and teachers and current and former parents with the aim of keeping them actively engaged in supporting the school.
34. Community Relations
Proactive strategies to keep citizens, small businesses, corporations and governmental organizations well informed of the mission, vision, core values, programs and achievements of students and faculty with the aim of eliciting financial and non-financial support of the school.
35. Printing, Publishing and Mailing
Procedures to ensure that materials are printed published and mailed clearly and efficiently.
36. Planning activities, meetings and events
Procedures to ensure that internally and externally scheduled activities, meetings and events are managed efficiently.

BACKGROUND AND INTRODUCTION

Schools are entrusted with the most important responsibility of the community: the education and guidance of its youth. In order to be successful in this endeavor, it is incumbent upon schools to operate effectively, efficiently and transparently according to well-reasoned and documented procedures tied directly to board policy. With the inevitability of staffing changes each school year, the continuity that established procedures provide becomes even more essential. Procedures manuals are effective management tools. They are often overlooked or postponed because educators find they must focus most of their professional energy on teaching, learning and assessment with little or no time available to conceptualize and codify operational procedures. The Comprehensive Guide to Effective Schooling Practices was written to assist schools with these basic tasks.

We hope you will find the sample procedures in this book helpful. They were written generically with the intent of specific school modification for different situations. They can be authored to correspond to individual school district and international school policies as vehicles for their implementation. You will find that most of the procedures have detailed steps. When educators feel pressured for time, as we usually are, we tend to take shortcuts, skipping some of the steps. Do not make this mistake. Each step is designed to provide clarity, consistency, continuity, congruence, and completion of essential school operations.

So it is readily available to your colleagues, keep printed copies of a procedures manual of school practices in your school office and in the library. In addition, it should be stored electronically for easy accessibility. This will also provide ease in editing and modification, ensuring that the procedures represent up to date school operation. By establishing a procedures manual you will restructure your school into a highly performing professional organization. With these tools you will be much better equipped to succeed in your core business of providing each student with equal opportunity to earn an excellent standard of education.

One axiom remains true for all schools: policy and the procedures which implement them must be collaborative, involving all stakeholders so there is buy in and reasoning to explain each guideline. Written over a period of three decades, the procedures in this book have incorporated the collaboration and wisdom of numerous colleagues. Based upon the work of Charlotte Danielson we offer teacher appraisal documents that have been modified by Jennifer Lees. Human Resources expert Philippa Forsyth enhanced a majority of the procedures related to identification, recruitment, employment, training and termination of personnel. She also provided a comprehensive structure for employing personnel with appropriate skills that best fit a particular position. From his experience, Michael Lees contributed to the Discipline and Social Environment section. Many of the student services procedures were developed by Annabel Bowerman. Rich O'Dell's assistance with Fundraising and Alumni and Parent Support filled a void in our experience. The section on Sports and Activities were refined by Ian McNamara and Leslie Magnay. Tony Breese, Dan Todd, Jennifer Lees and Andy Gill were helpful in updating the procedures about teaching, learning and assessment of student achievement. Librarian Cathy Kreutter added to the section about Library Services. Finally we must acknowledge that this book could not have become a reality without the professional assistance of Sharmila Epuru, Sue Farmer and Florence Achiro as well as the enthusiastic encouragement from Dr. Rosemary Papa. If you desire further consultation, we may be contacted at gep@outlook.com.

Donald Scott Groves, Ed.D. & Jan Coyle Groves, M.A. Principal Partners
The Global Education Partnership

Foreword

This book offers a wealth of school practices from the author's experiences. Don and Jan Groves have had the opportunity to teach, counsel, lead and manage in schools in Europe, Africa and the Americas. Their combined experience of more than 76 years of practical work experience in schools, more than 44 years in United States public schools and 32 in international, private and independent schools brings a comprehensive perspective to how successful schools operate. They capitalized on their experiences from well managed and organized schools in the U.S. to maximize school effectiveness in similar schools in Ghana, Honduras, Colombia, Uganda and Greece. As a result of reorganizing and restructuring these schools, which required major overhauls through trial and error, many policies, practices and procedures were implemented and incorporated collaboratively in each school. Every school is an individual situation requiring special modifications to meet local, national, and some cases, international accreditation requirements. The Guide to Effective Schooling Practices is full of extremely useful and easily implemented sample procedures to assist schools in running smoothly, whether in the United States or in an International School.

In the era of expanding charter schools, this book presents a complete how-to-manual and workbook for the creation, development and structuring of new schools as well, the restructuring of all schools into highly functioning and effective K-12 schools. This is a comprehensive structural operation and procedures manual complete with examples and step by step plans from curriculum planning, student assessment and support, and a variety of curricular activities. As well, this book presents guidelines and policies for recruiting staff, retaining staff, working, parental relationships and managing the overall climate of the schools, etc. It is a comprehensive school procedures manual complete with samples in all areas for guidance about what makes schools function well and is written in an easy to understand manner.

Well-developed examples and materials lead the reader through developing effective practices tailor made for their school easily adaptable for a specific school setting. Section 1 addresses Core Educational Programs to include teaching, learning and curriculum design, assessment of student achievement, student support, the social environment, visual and performing arts, service learning and extracurricular activities. There are templates for curriculum and lesson planning, teaching strategies, teacher assessment, organization of the school's human resources, scheduling of teachers and students, maintenance, busing of students as well as guidelines for curriculum development and security.

In Section 2, there is step by step coverage of recruitment of staff, code of conduct, professional development, management of staff and other school related issues such as accreditation, operations planning and parental relations. The examples and materials are easy to follow and comprehensive.

Section 3, through concise bullet statements, addresses issues regarding school support concerns such as human resources, health and safety, library and information technology, food service, maintenance, transportation services, fundraising and

community relations. The samples can be easily adjusted by school leaders for school community input so that there is genuine buy in, understanding and ownership for the procedures.

Dr. Rosemary Papa

Del and Jewell Lewis Endowed Chair, Learning Centered Leadership
Professor, Educational Leadership
Northern Arizona University

Section One: Core Educational Programs

1. Teaching and Learning

The Planning and Assessment of Curriculum

A well designed and assessed curriculum forms (with best practices of instruction and appropriate assessment of student achievement) the foundation of an excellent educational program. It should be designed thoughtfully, collaboratively and utilize a broad range of resources. Whenever appropriate, specific subject areas should link to others to demonstrate how knowledge, understanding and problem solving in real life require integration of a variety of academic disciplines.

What follows are:

1a. A sample curriculum planner which contains the essential elements of a well-designed and assessed unit of study. It should be completed collaboratively by all department and/or grade level members.

Generate a curriculum continuum which shows the major curriculum units in each subject area by grade level. This document is collaboratively agreed upon by a team of instructional leaders and must not be changed or modified unless agreed on by the team. This document is shared by all teachers included and serves to align the horizontal and vertical flow of the school's curriculum. The teaching staff should duplicate this model for each school. This document also serves as a helpful way to communicate the curriculum to students, parents and prospective families.

In addition a Program of Studies guide should be developed by each school. It should include the appropriate grade level, sequence of courses in each subject area, a brief course description, the number of hours taught, requirements for graduation and frequency of instruction for each course.

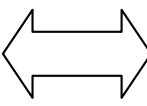
Best Instructional Practices

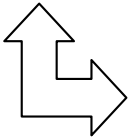
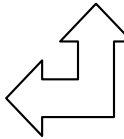
The best practices of instruction combined with a well-designed and assessed curriculum and appropriate assessment of student achievement is the three part foundation of an excellent educational program. Research on student achievement is very clear: teacher effectiveness is the school related factor most likely to affect student achievement. Heck (2009), Brophy & Good (1986), Marzano, Rickering & Pollock, (2001), Sanders & Horn (1994), Wright, Horn & Sanders (1997). The teaching staff should consider the 30 teaching behaviors detailed in "Management, Quality Control and Customer Care" - section 14b as the basic components of best instructional practice. It is essential, however, for the school to fund and maintain a dynamic ongoing teacher professional development program so that emerging best practices can be discovered and incorporated into the classroom. Current research on brain development and learning patterns should be consulted.

1a. Curriculum Unit Planner

Unit title – Generative topic (growing understanding)	
Teacher(s)	
Subject and grade level	
Time frame and duration	
Usually 4-6 weeks	

Stage 1: Integrate significant concept, enduring knowledge and unit question.

Enduring knowledge focus Which specific knowledge will be our focus? Why have we chosen this? 3-5 sentence summary.		Main unit question Generative topic – essential or guiding questions Central to topic, engaging, accessible with connections to other topics. Comes from understanding goals.
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	<p align="center">Significant concept(s) Understanding goals</p> <p>What are the big ideas? What do we want our students to retain for years into the future?</p> <p>Understanding goals listed as statements and questions.</p> <p>1.</p> <p>2</p> <p>3</p> <p>4</p>	
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<p>Assessment – performances of understanding (pfu).</p> <p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>	<p>Specific assessment criteria which will be used?</p> <p>Which specific knowledge is linked to each (pfu)</p>
<ol style="list-style-type: none"> 1. Introductory performance of understanding linked to understanding goal 1 and 2. 2. Guided performance of understanding linked to understanding Goals 2 and 3 3. Culminating or summative performance of understanding linked to understanding goals 3 and 4. 	
<p>Which specific objectives will be addressed during this unit?</p>	

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

<p>Content - Should be included in understanding goals.</p> <p>What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?</p> <p>What (if any) government standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?</p>
<p>Enduring Knowledge</p> <p>How will this unit contribute to the overall development of subject-specific and general enduring knowledge skills?</p>

<p>Learning experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, and templates?</p> <p>How will students acquire the knowledge and practice the skills required? How will they practice applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>Teaching strategies</p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>
Different levels of performances of understanding.	
<p>Resources</p> <p>What resources are available to us? (e.g. text books, online material, computer software, related literature, people, places, art, music)?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p>	

Ongoing reflections and evaluation

<p>In keeping an ongoing record, consider the following questions.</p> <p>Students and teachers</p> <p>What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?</p> <p>What inquiries arose during the learning? What, if any, extension activities arose?</p> <p>How did we reflect—both on the unit and on our own learning?</p> <p>Which standards of the subject(s) content were experienced through this unit?</p> <p>What opportunities were there for student-initiated action?</p>
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Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was the summative assessment qualitative and quantitative? Was it useful?

2. Assessment of Student Achievement

The appropriate assessment of student achievement along with well-designed and assessed curriculum and best practices of instruction serves as a foundation of an excellent educational program. It also allows teachers to gain an objective view of their strengths as well as a clear areas which require improvement. It requires using a range of commonly agreed objectives and must be accurately and regularly recorded. Howard and McCloskey, (2001).

Assessment data are used to:

- evaluate and improve learning with enduring knowledge and skills and deep understanding
- guide instruction
- provide frequent, specific and meaningful feedback to students and parents

1. Purposes of assessment

The purposes of assessment are to:

- evaluate student learning with enduring knowledge and skills and deep understanding
- deliver frequent, timely and specific feedback to students, parents and teachers that will impact learning, enduring knowledge and skills and deep understanding.
- inform instruction and effective practice

2. Why we assess?

Best practice in assessment requires the integration of these three stages:

Assessment for learning

To provide information on student knowledge, skills and behaviors to inform the next stage of learning.

Assessment as learning

To provide feedback and opportunities for student reflection and /or self-assessment to support future learning.

Assessment of learning

To provide information about what students have learned in relation to curriculum standards.

Assessment promotes learning when:

- assessment of prior knowledge and experience informs instruction
- summative assessments are designed at the outset of the unit
- learner targets are directly linked to assessments
- clear criteria are shared in advance for planned success
- clear and regular feedback are linked to criteria
- immediate instructional interventions take place
- a profile of student understanding, knowledge and skills is built developmentally
- students are engaged in peer and self-assessment, and in reflecting on their learning
- evaluating whether students are keeping pace with age-appropriate cognitive development

3. When we assess:

Diagnostic data (immediate assessments)

Diagnostic assessments are either electronic or teacher observed information that make it possible for the teacher to instantly detect which students need additional reinforcement. The appropriate instructional intervention is then made immediately.

Formative data (ongoing assessments)

Formative assessment is interwoven with the daily learning and helps teachers and students find out what has been learned, in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Formative assessments include both pre- assessment and ongoing assessment strategies that inform teachers and students of areas for further growth in learning.

Summative data (end of unit, quarterly, semester exams)

Summative assessment is based upon the accumulated learning that has taken place over a period of time, and can also be diagnostic in nature. Summative assessment takes place at the end of the teaching and learning processes and gives students opportunities to demonstrate their progress against the unit goals and objectives. Summative assessments may include any of, and any combination of, the following: acquisition of data, synthesis of information, application of knowledge and processes.

Formal data (standardized tests)

Formal assessment provides comparative data about student performance as well as feedback about program delivery.

4. Information about student learning is provided through:

- frequent, timely and specific feedback to students and parents
- student portfolios containing examples of the student's work or performance
- statistics based on explicit benchmarks and/or rubrics and test results
- formal report card and progress reports

5. Principles of assessment**Effective assessments enable students to:**

- understand the purpose/goal
- know the criteria of assessment and understand what is expected
- reflect on their progress as a learner (rather than comparing themselves to others)
- analyze their learning and identify/understand what needs to be improved
- demonstrate the range of their conceptual understandings, their knowledge and their skills
- synthesize and apply their learning, not merely recall facts
- participate actively in the planning and creation of assessment tasks
- base their learning on real-life experiences that can lead to other questions to ask or problems to solve
- focus on producing a quality product or performance
- highlight their strengths and demonstrate mastery and expertise
- express different points of view and interpretations
- reflect on teacher feedback

Effective assessments enable the teacher to

- plan instruction and build assessments into the learning, not add them after the fact
- account for different learner needs and styles
- intervene immediately when it is apparent some students need reinforcement
- gather information at every stage of the learning and teaching process on each individual learner
- assess all necessary elements of the program
- plan further learning engagements which address areas of interest and/or need for the teacher and the students
- evaluate the success of their teaching
- produce evidence and feedback that can be reported and understood by students,

- parents, teachers, administrators and owners
- provide feedback through analytical and holistic scoring methods

6. Assessment and methodology

The following agreements are intended to support the philosophy statement of assessment.

- Pre-assessments are done prior to all new concepts/skills
- Assessment that leads to evaluation will address understanding, skills, concepts and attitudes. And where possible, action will also be recorded
- A teacher notebook will contain a holistic view of student assessment as it relates to growth and the learner targets
- Student portfolios will be built throughout school year and shared at Student-Led Conferences
- Developmental continuums are used in reading and writing
- Anchor papers will guide assessment and instruction in writing
- The International Schools' Assessment (ISA) can be helpful as an additional indicator of success and provide feedback on program delivery

7. Reporting Practices

A Reporting Periods:

Parents receive feedback on student progress 4 times per year:

- Parent Teacher conferences (October)
- First Term Report card (December)
- Student-Led Conferences (March/April)
- End of Year Report Card (June)

B Feedback to students

Teachers will provide frequent, timely and specific feedback to students against the learning goals. Students will be able to articulate their learning and understanding in light of the information shared by the teacher.

C Informing Instruction

Teachers will use concrete results to inform their instruction. Internal and external assessments will be used to review the instructional strategies used to teach to the benchmarks. Ideas and changes will be recorded during regularly held grade level and/or department curriculum unit review conferences.

Recording Methods:

- Teacher notebooks/electronic grade book
- Photographing or videoing activities, art work etc.
- Audio-taping activities
- Collecting and retaining work samples
- Anecdotal note-taking
- Reading records
- Progress charts
- Scores
- Profiling
- Anecdotal records
- Student work samples
- Portfolios (growth portfolio: demonstrations of progress)

8. Written Reports

There are two written reports completed at the end of each semester. The report deadlines are

listed on the school's calendar. All comments must be proofread by another teacher before being submitted to the Principal's Office, with a final review and any amendments made by the author before submission. The Principal will read and review and may make changes whenever necessary. These changes will be to the structure of the comment, not to the substance of it. Reports that contain a great many editorial or content concerns will be returned to the teacher, after an appropriate discussion.

9. Parent-Teacher Conferences

Parent-Teacher Conferences are held at the end of the first quarter of the school year and are used as an opportunity to report to parents on the learning and personal wellbeing. Teachers are expected to be prepared with notes to report on learning, knowledge, skills and understanding.

10. Student - Led Conferences

An important component of assessment is the development of students who are actively engaged in building on their previous knowledge and experiences and applying new understandings to become reflective, self-directed learners. Student-led conferences are conferences in which the student leads their parents through activities and work samples to show what they have learned and the growth they have made throughout the school year. The benefits of holding student-led conferences include:

- Teaching students to reflect more deeply on their progress and to set goals for continued personal, social and academic growth.
- Giving students increased ownership of their academic progress
- Providing a forum for students to share the contents of their portfolios with their parents
- Developing students' communication skills
- Honoring the role of all subject areas (including Art, Music, PE, ICT and Languages) as contributing to the development of well-rounded students and people

Student-Led conferences are held at the end of the 3rd quarter of each year, usually before the midterm break. Teachers are expected to prepare students throughout the year to be able to articulate their learning, to build a portfolio and to understand the expectations of the learning on the conference day: this may include leading activities, demonstrating skills etc.

11. Glossary

Anchor Papers:

A collection of student writing from every grade level. Each grade has two samples of writing for each of the achievement levels on the writing rubric.

Assessment:

The collection of information regarding student progress and achievement.

Benchmark:

Defines the knowledge and/or skill that students are expected to acquire and to demonstrate through their class work, on tests, and in the various other activities on which their achievement is assessed.

Common Assessments:

These are assessments that have been agreed upon by the department teams and the curriculum coordinator. They target the grade level benchmarks and are to be used by every member of the department. The data gathered from these assessments should be used to guide instruction, reflect on instructional practices and for curriculum improvements.

Continuum:

A continuum is a visual representation of a student's development using descriptors to depict the developmental stages of learning in a particular subject area.

Diagnostic evaluation:

Evaluation designed to determine the current status of students. It is usually used at the beginning of a skill, unit or grade to determine the most appropriate program or placement.

Evaluation:

This is a process of interpreting or making judgments based on assessment information.

Formative (Process):

Evaluation takes place on an ongoing basis. It is designed to measure student growth for the purpose of ensuring that the program continues to address student needs.

Performance Assessment:

Performance based assessment is the direct, systematic observation of an actual student performance and the rating of that performance according to previously established performance criteria (rubric). In this type of assessment, students are asked to perform a complex performance task or to create a product or to generate his or her own response. They are assessed on both the process and the end result of their work. Performance assessments may be used for individuals or groups. They often include real-life tasks that call for higher-order thinking skills.

Promotion:

Student has achieved the benchmarks and learning goals for the grade and is ready to move to the expectations for the next grade level.

Reporting:

The oral or written communication of evaluation results to students and/or their parents.

Retention: Student has not achieved the benchmarks for the grade level and may be considered for retention.

Rubric:

A rubric is a scoring guide used for rating student performance specifying what a performance is like at various levels (superior, excellent, good, or poor). The key elements of a rubric are the descriptors for what a performance is like within the full range of possible performance levels.

Standardized Testing:

Assessment through the use of an instrument, which has been developed, to provide for the comparison of student results with the results of comparable students across a broader population. The International Schools' Assessment (ISA) is highly recommended.

Student Services Team:

A group including the teacher, Student Services teacher, administrator, and counselor. Together, this team makes decisions regarding any special programming or interventions that a student may require.

Summative (Product):

Evaluation, which occurs at the end of an established time period, unit, program or grade. It is intended to measure student success in relationship to the relevant learning outcomes/expectations.

Testing:

Assessment through the use of prepared instruments designed to collect information on specific aspects of student performance.

3. Individual Student Support

Schools should treat each student as a unique individual with a range of learning needs. Helping our students to reach their academic potential is important and cannot be done in isolation by the classroom teacher. A team of professionals will monitor students' academic, social, emotional and physical development and provide assistance and guidance in a holistic and inclusive manner continuously.

Student Review Meetings

A meeting of the homeroom teacher, special subject teachers, the Guidance Counselor, and the Principal takes place every two weeks in the lower grade levels. In the upper grade levels this meeting takes place every two weeks at each grade level and includes subject area teachers, special subject teachers, the Guidance Counselor and the Principal. The progress of all students is reviewed at these meetings. Student achievements are identified and any concerns discussed. Notes are taken and suggested actions are recorded. The notes are sent to the teachers, the Guidance Counselor and the Principal and further feedback is requested. Every effort is made to ensure that the students' needs are met quickly and effectively.

Personal Mentors

Each student in the upper grade levels will be paired with a subject area teacher. Students will meet with their mentor at least once a quarter or more often if needed. All aspects of a student's school experience will be discussed and any problems or issues identified. An action plan will be agreed upon, monitored and reviewed. The aim is to support students and to identify possible problems early when they can be easily resolved or prevented.

Differentiated Instruction and Assessment Strategies

If it is discovered from the Student Review Meetings that additional instructional strategies are needed to meet a student's learning needs, then a variety of approaches to learning are discussed and recommended. Also accommodations and modifications to assessment are discussed and recommended during the student Review Meetings. Accommodations do not alter what is being measured but are considered changes in the way a test is taken or assignment is given (e.g. change in seating, timing or scheduling, translation of instructions, peer tutoring). Modifications definitely change what is being measured and are considered substantial changes in the way a test or assignment is given or taken (e.g. extended time on a timed test for reading fluency, spell checker on a spelling test, calculator on a test of computation or completing the assessment in a separate room from other students).

Student Study Team

From concerns raised by Mentors or recommendations from Student Review Meetings that differentiated instructional or assessment strategies were not successful and the student may benefit from additional support, he or she is referred to the Director of Student Support Services for consultation and possible referral to the Student Study Team. If parents feel their student has any particular needs which he or she would benefit from additional support, the same process is utilized. Parents can bring these concerns to the attention of the School upon application for admission or after the student has been admitted to the School as they arise. When the student is referred to a Student Study Team, a comprehensive analysis is conducted as to what specific additional support would be most beneficial. The Team is composed of special needs teachers, the school nurse, a psychologist (if required), the Guidance Counselor, the Director of Student Support Services and the Principal. A series of interventions will be detailed in an Individual Education Plan (IEP) for the student. (Example, 3a.) This is a working document which will be amended as the student develops and his/her needs change.

Student Study Meetings

Once the student is receiving support, there will be a regular cycle of student study meetings to

plan, monitor and review his or her progress. The meetings are attended by the student, the parents, the student's teachers, the specialists involved, the Director of Student Support and the Principal. Notes will be taken and the IEP will be amended.

3a. Individual Education Plan

From: ____/____/____ to ____/____/____

Student: _____

Birth date: _____ Grade: _____

Gender: ☐ Male ☐ Female Ethnicity: _____

Nationality: _____

Parents: _____

Address: _____

Phone Home: _____

(M) _____ (W) _____

Last school(s) Attended:

Dates Attended: _____

Dates Attended: _____

Dates Attended: _____

Dates Attended: _____

Current Descriptive Information:

Describe the student's strengths (academics, sports, interpersonal, intrapersonal, artistic, etc.)

Describe how the student's area of need affects involvement and progress in the general curriculum:
(academic, sports, interpersonal, intrapersonal, artistic, etc.)

This area is for inputting strategies THAT YOU HAVE ALREADY TRIED, but which have not solved the problem. As you go through the list, you will probably see that you have already tried many of the applicable strategies. Check the areas that have been attempted.

*Classroom Differentiations – Check all that apply**Instructional Differentiations*

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Buddy / peer tutoring | <input type="checkbox"/> Note-taking assistance | <input type="checkbox"/> Duplicated notes | <input type="checkbox"/> Contracts |
| <input type="checkbox"/> Reinforcement incentives | <input type="checkbox"/> High structure | <input type="checkbox"/> Partnering | <input type="checkbox"/> Ability grouping |
| <input type="checkbox"/> Graphic organizer | <input type="checkbox"/> Non-verbal signals | <input type="checkbox"/> Organization Coaching | |
| <input type="checkbox"/> Mind-maps | <input type="checkbox"/> More frequent breaks | <input type="checkbox"/> Concrete / hands-on materials | |
| <input type="checkbox"/> Manipulative | <input type="checkbox"/> Large-size font | <input type="checkbox"/> Tactile tracing strategies | |
| <input type="checkbox"/> Gesture cues | <input type="checkbox"/> Dramatizing information | <input type="checkbox"/> Visual cueing | |
| <input type="checkbox"/> Tracking sheets | <input type="checkbox"/> Color cue | <input type="checkbox"/> Computer options | |
| <input type="checkbox"/> Spatially cued formats | <input type="checkbox"/> Repetition of information | <input type="checkbox"/> 3-D visual representation | |
| <input type="checkbox"/> Extra time for process | <input type="checkbox"/> Taped texts | <input type="checkbox"/> Rewording / rephrasing information | |
| <input type="checkbox"/> Word-retrieval prompts | <input type="checkbox"/> Time-management aids | | |

Environmental Accommodations

- | | | |
|--|---|--|
| <input type="checkbox"/> Alternative workspace | <input type="checkbox"/> Strategic seating | <input type="checkbox"/> Quiet setting |
| <input type="checkbox"/> Use of headphones | <input type="checkbox"/> Proximity to instructor | <input type="checkbox"/> Assistive devices |
| <input type="checkbox"/> Special lighting | <input type="checkbox"/> Minimizing of background noise | <input type="checkbox"/> Study carrel |
| <input type="checkbox"/> Reduction of audio-visual stimuli | | |

Assessment Accommodations

- | | | |
|---|--|---|
| <input type="checkbox"/> Extended time-limits | <input type="checkbox"/> Verbatim scribing | <input type="checkbox"/> Alternative settings |
| <input type="checkbox"/> More frequent breaks | <input type="checkbox"/> Oral responses, including audiotape | <input type="checkbox"/> Large-size font |
| <input type="checkbox"/> Computer options | <input type="checkbox"/> Extra time for processing | <input type="checkbox"/> Color cues |
| <input type="checkbox"/> Prompts to return attention to task | <input type="checkbox"/> Reduced uncluttered format | |
| <input type="checkbox"/> Reduction in the number of tasks used to assess a concept or skill | | |
| <input type="checkbox"/> Other accommodations used at any time— | | |

Please list: _____

Present Levels of Performance:

In the following area, fill in the area assessed (area the student is struggling with) the Present Level of Performance (scores in previous tests, assignments, group work, observations you have made), the source of information (tests, quizzes, anecdotal comments). You only need to complete this section for areas that the student needs additional support from, or where the student would benefit from enrichment activities. (gifted students)

Area Assessed	Present Levels of Performance Levels of functioning, should, when applicable, include norm referenced and/or criterion referenced data (scores), <i>as well as</i> narrative information on the student's deficit areas.	Source of Information	Date Administered	Area of Need Write "Yes" or "No" for each area assessed. Each area of "Yes" requires a completed Goal Sheet.

Consideration of Special Factors for IEP Development:

- Does the student have limited English proficiency? ☐ Yes ☐ No. If yes, what is his/her primary language? _____
- Is the child deaf or hard of hearing? ☐ Yes ☐ No.
- If yes, did the Student Study Team consider:
The student's language and communication needs (e.g. ESOL, hearing aids); ☐ Yes ☐ No
- Is assistive technology necessary in order to implement the student's IEP? ☐ Yes ☐ No
If yes, what is needed? _____
- Does the student's behavior impede his/her learning or that of others? ☐ Yes ☐ No.
If yes, the Student Study Team has addressed the student's behavior in the following way(s):
☐ Referral for Guidance Counseling ☐ Accommodations ☐ Goals and Objectives

Goals / Strategies

In the annual goal section, put an overall goal that the student will achieve by the end of the school year, for the subject or area of need. e.g. writing, "Will be able to write a paragraph of a minimum of 6 sentences, with a proper topic sentence, supporting details, and a conclusion sentence." You may have multiple pages depending on how many areas the student is experiencing difficulty with. In the teaching strategies section, write down how you are going to teach the skill, (e.g. cut up paragraphs and have student reassemble in order).

Annual Program Goal(s) -

Grade Level	Learning Expectations (Knowledge and/or skills to be assessed by reporting period. Include any trans-disciplinary skills)	Teaching Strategies (List only those that are different for this student and specific to the learning expectations for the subject/unit of study skill area)	Assessment Methods (For expectations for each reporting period)

IEP Development, Implementation and Monitoring

This section simply details who was involved in completing the IEP, and a log of parent/ student/ staff consultation

This IEP was developed with input and understanding by (list name and role at school):

Name	Role at School

This IEP will be implemented and monitored by (include service, frequency or intensity, and location):

Log of Parent / Student Consultation and Staff Review / Updating

Date	Activity (Indicate Parent / Student Consultation or Update)	Outcome

Parent/Student/Teacher Comments:

4. University

What Things to Consider in your Selection

What differences are there between U.S.A. and European Universities/Colleges?

Universities are called colleges or universities in the U.S.A. A college is usually one division of a group of colleges which offer different specialties which together form the university. Colleges in the U.S.A. are generally four year institutions and do not require you to know what your intended degree of study will specialize in. They usually give you a year of required general college background work which then allows you to choose a special field or major interest of study. European and U.K. universities generally grant a degree for a course of study after three years of study. The European and U.K. universities expect you will know which course of study you have decided on before admission.

Education in the U.S.A. begins with an ungraded Kindergarten and culminates in grade 12. Education in Europe and the U.K. begins with year 1(the same as Kindergarten) and culminates with year 13. Each system delivers 13 years of pre-college/university education. Universities in Canada resemble each system.

These are some common synonymous terms you may encounter when researching universities/colleges either in the U.S.A. and European/U.K.

U.S.A.

Freshman
Sophomore
Junior
Senior
High School
Teacher
Schedule

European /U.K.

Grade 9 also first year of college
Grade 10 also second year of college
Grade 11 also third year of college
Grade 12 also fourth year of college
School
Tutor
Timetable

Questions to ask yourself

- Do I want to go to school far from home?
- Do I prefer a small town or a big city?
- What major am I considering?
- What sports or activities will I want to participate in college?
- Do I want to go to a large university or small college?

Questions to ask Admissions

- Do you have (your choice) as a major or course of study?
It isn't worth it if they don't have your major.
- What is the graduation/retention/career placement rate of your school? Schools with high retention and graduation rates are schools that are successful. You should attend a college where graduation, help with career placement and retention rates are high.
- What living arrangements are available?
Some schools don't have dorm rooms. Some schools offer suite type housing, others offer hallway rooms, and others do not have single rooms (which may be very important to you). If you must rent your own accommodations, does the university assist incoming students?

- What is the average SAT/ACT score that you accept? This is only for the U.S.A. and some Canadian universities. What is the range of scores you accept for IB or AP? The average score tells you the average, but the range will tell you the lowest and highest score. Check the University/College profile for this information.
- How much does your school cost? How much financial aid is available? What does the average student end up paying for tuition? These are all very important questions to ask.
- What transportation services are available?
If the campus is very large and spread out-- is there a bus that runs between buildings, how often does it run? If you are in a rural location-- are there taxis or local buses that will take you shopping, to the movies, etc. How close are you to trains, buses, or the airport? (Your family will want to see you every once in a while.)
- What sports, clubs, and activities do you have on campus?
What division is the sport? Are there fraternities and sororities for U.S.A.? Are freshmen limited in joining in any way? You should also find out if there is a mandatory study time for your sport or fraternity/sorority. This can only help you to keep up your grades (you usually need a certain GPA to participate), and is a fun way to study.
- What services does your school provide?
Services: security, counseling, tutoring, computer, bookstore, career, employment, and library. What are the hours of each?
- What is the faculty to student ratio?
You should find out what the largest class size is, and remember that if a lecture center holds 500 students, are you the type of person who can handle that?
- Are there any specific academic requirements that I must complete?
- Like high school, most colleges have graduation requirements that you must take to graduate. Do you have an open house or an overnight program?
These programs are nice for interested students. They give you a chance to talk with more people, spend some time on campus, and ask a lot of questions. Also you get to talk to students who go there, and there is no better way to find out about a school than to ask someone who goes there.

4a. Online Help

<http://www.collegeboard.org>

Official SAT on-line course

www.actonlineprep.com

ACT on line prep course

www.actstudent.org

Online registration for ACT, testing strategies, sample questions

<http://www.collegeboard.com/student/testing/newsat/prep/prep.html>

Full length practice test for the SAT:

<http://mhpracticeplus.com/act.php>

offers a free act practice test

<http://testu.com>

Free coaching for SAT

<http://www.ets.org>

Educational Testing Service. Sample questions available.

<http://www.fairtest.org>

Fair Test – List of colleges that do not require either the SAT or ACT.

<http://www.freevocabulary.com>

5000 words (each with a brief definition) that you might encounter on an SAT

<http://www.testtakers.com>

Free diagnostic test

<http://forum.swarthmore.edu>

Provides answers to hundreds of math related questions.

<http://www.tescaliber.com>

Complete online SAT practice exam that includes hints and reference tools

[Hhttp://khanacademy.org/SAT](http://khanacademy.org/SAT).

FINDING A COLLEGE

<http://www.collegenet.com>

Contains a list of colleges that meet basic criteria (cost, location, acad. interests), then links you for an in-depth look at campus photos and student life

<http://www.mapping-your-future.org>

Advises junior high and high school students, loan applicants, and parents on what they should be doing and when in order to make applying to college easier

<http://www.weapply.com>

Applications to more than 500 U.S. colleges and universities.

www.collegeboard.org

College Search

www.petersons.com

College Search

<http://www.collegeview.com>

Light version of the proprietary college info software. The web version contains some multimedia college tours, a searchable data base and financial aid data.

<http://www.collegequest.com>

Peterson's Universal Application currently accepted by about 1,000 schools.

<http://www.college-scholarships.com>

College Admission Office e-mail addresses. A handy, although incomplete, source of e-mail addresses for admission offices throughout the country

<http://www.gocollege.com>

Another good example of a useful college search site

<http://www.embark.com>

Exploring colleges, application advice, financial aid information. Includes a quick career survey and college search.

<http://www.searchbyvideo.com>

College Videos

<http://www.heath.gwu.edu/>

COLLEGE LINK PAGES

<http://www.collegeboard.org>

Official SAT on-line course - (4 month course)

www.actonlineprep.com

ACT on line prep course – can buy for a yearly rate

www.actstudent.org

Online registration for ACT, testing strategies, sample questions

<http://www.collegeboard.com/student/testing/news/at/prep/prep.html>

Full length practice test for the SAT:

<http://testu.com>

Free coaching for SAT

<http://www.ets.org>

Educational Testing Service. Sample questions available.

<http://www.fairtest.org>

Fair Test – List of colleges that do not require either the SAT or ACT.

<http://www.freevocabulary.com>

HEATH Resource Center, a national clearinghouse on post-secondary education for individuals with disabilities

http://www.hacu.net/hacu/Default_EN.asp

Hispanic Serving Institutions, focuses on students with Hispanic backgrounds

<http://www.edonline.com/cq/hbcu/>

Historically Black Colleges and Universities

<http://www.ajcunet.edu/>

Jesuit College and Universities

http://colleges.usnews.rankingsandreviews.com/usnews/edu/college/rankings/ranklibartco_brief.php

US News – America's Best Colleges

5000 words (each with a brief definition) that you might encounter on an SAT

<http://www.testtakers.com>

Free diagnostic test

Provides answers to hundreds of math related questions. <http://forum.swarthmore.edu>

<http://www.tescaliber.com>

Complete online SAT practice exam that includes hints and reference tools

www.commonapp.org

Common Application...Download

www.CaliforniaColleges.edu

Official source for higher education planning in California.

www.collegeboard.com

Students can link directly to the web sites of colleges throughout the country

5. Discipline and Social Environment

Rights and Responsibilities

All students are expected to participate in establishing the highest standards of academic and social conduct. The school recognizes the rights of students and will promote self-expression and freedom of thought. With these rights comes the expectation that each student will act in such a way as to ensure that other students enjoy the same rights. The school recognizes that each student has these fundamental rights:

Each student has the right to:

- Be secure and safe in person and property
- Be treated with respect, courtesy and consideration by all members of the school community
- Know the code of student conduct
- Benefit from and be recognized for his/her own efforts
- Appeal decisions of teachers and the Principal in a known, specific and orderly way.

Each student has the responsibility to:

- Have the materials and equipment needed for school
- Participate actively, with proper guidance, in classes and activities which are appropriate to their age, grade, academic level and interest
- Participate increasingly in improving the standard of student conduct

Academic Integrity

Academic honesty requires that students produce work that is their own. In contrast, academic dishonesty is a student's attempt to claim and show possession of knowledge and skills that he/she does not possess. The wellbeing of the school community depends on each student's accepting responsibility for his/her personal conduct in both social and academic endeavours.

In this regard, students are expected to attend school ready to learn and, in their learning, demonstrate the ability to discern right from wrong. A student's moral awareness, as it applies to the academic environment, is the foundation to his/her success at the school and throughout life.

All students are expected to respect themselves and others by preparing their own schoolwork to the best of their ability for evaluation by the faculty. Students who are not academically honest at the school will face academic and disciplinary consequences.

Academic dishonesty includes but is not limited to:

- Copying homework or class assignments from another student
- Allowing another student to copy from one's own test or assignment
- Copying during a test, using cheat sheets or electronic devices
- Fabricating, inventing, or falsifying research or other findings
- Handing in assignments or coursework which has been downloaded in full or in part from the Internet, or used for another current or previous class
- Borrowing/copying passages from books, magazines and other print sources or the Internet without indicating that it is borrowed information from someone else
- Paraphrasing pages, sentences, paragraphs or phrases from another source without any type of citation as required by the teacher

Cheating

Cheating is defined as using dishonest methods to gain an advantage. Cheating occurs when a student misrepresents that he/she has mastered the information on a piece of school work, quiz or exam when in fact it has not been mastered. Students who cheat at the School will face academic and disciplinary consequences.

Plagiarism

Plagiarism is defined as intentionally presenting someone else's work, ideas, data or other creative work as one's own. Students who commit plagiarism at the School will face academic and disciplinary consequences.

Bullying, Harassment and/or Anti-Social Behavior

All reported incidents of bullying, harassment or other forms of anti-social behavior by an individual or group of students will be taken seriously and dealt with sensitively. Students and parents are asked to bring their concerns directly to the classroom teacher. The School Counselor or the Principal will become involved as required.

Bullying Reporting System Definition

The School is committed to providing a social environment that is free of bullying and intimidation and that is supportive of the personal dignity and self-esteem of all students.

The term "bullying" includes, but is not necessarily limited to:

Slurs, jokes, other verbal, graphic, or physical conduct relating to an individual's race, color, gender, religion, national origin, age or disability status that abuse a student or create an intimidating, hostile or offensive social environment. It also includes 'electronic-bullying' via mobile phones, e-mail or Internet sites.

Procedure

1. Students and/or parents are encouraged to report bullying to the Teacher in the first instance. The Teacher should monitor the situation and make an appropriate intervention if necessary.
2. In case of any difficulties, teachers, students and/or parents should consult a member of the Student Support Services Team. The school Counselor or Director of Student Support Services will make an appropriate intervention if necessary.
3. In cases where a particular student or member of staff is persistently acting abusively, or the abuse is extreme and puts students or staff at risk, the Teacher or the Director of Student Support Services should instantly report the problem to the Principal. As soon as possible after this, the Principal should be provided with documented evidence of the nature of the incident(s).
4. Students can also report an incident by placing a written report in the *Student Concerns*

Box. The box is located outside the Principal's Office:

- Boxes are kept locked.
- Boxes are emptied and the contents read by the Principal weekly. The Principal investigates each concern and takes action as appropriate.
- Students will be informed of this system via the Student Parent Handbook.

Dress Code

Students are responsible for being neat, clean and dressed in their school uniform at all times except for physical education and swimming classes. Failure to follow these guidelines will result in disciplinary action.

Shoes: Students are required to wear shoes at all times.

Hats and Caps: Hats and caps are highly recommended for outdoor activities. They must be removed before entering the classroom. Students are also encouraged to use sunscreen lotion especially during outdoor activities.

Warm and cold: The weather can be highly variable. Students should carry warm clothing and be provided with a light waterproof jacket during the rainy season.

Physical Education and Swimming

A change of clothes is required for physical education classes and good athletic shoes. Appropriate swimwear, a towel, and sunscreen are required for swimming lessons. Protective sunscreen and a hat are recommended for PE.

Mobile Phones

Students' mobile phones should be switched off and locked securely in lockers during class time. If a student must have a mobile phone on campus it should be one of minimum value and registered with the office. Should a phone be confiscated in class the student will have to reclaim it from the Principal. The school assumes no responsibility for lost valuables of any sort.

Behavior on the Bus

The school is responsible for the safety of students while they are riding on the school buses. The rules of conduct, therefore, apply fully.

Students must avoid doing anything that might distract or disturb the driver's ability to concentrate on safe driving. Students shall:

- not be disruptive (i.e. loud music and shouting)
- not throw anything inside or outside the bus
- remain seated with seatbelts fastened
- wait until the bus has come to a complete stop before leaving their seats
- not eat or to drink on the bus
- recognize the full authority of the drivers and bus monitors

Students who violate the rules governing bus behavior may be denied bus-riding privileges.

Campus Restrictions

Students are only permitted in supervised areas while on campus. All gate areas are strictly out of bounds. Students are only permitted to enter and exit through the front gate during the school day unless prior permission has been granted by the Principal. Should a student need to leave campus during the school day, they must receive permission from the Principal.

Tobacco, Drugs and Alcohol

The school is a smoke-free campus. Smoking is not permitted anywhere on campus. This applies to

students, staff, visitors and other employees.

The use, possession, buying or selling of alcohol or drugs is prohibited anywhere on the campus. Drugs prescribed by a student's doctor are exempt. Administrators are authorized to conduct tests to check substance levels if a student is perceived as being inebriated on school campus or while attending school-sponsored events.

The Head of School may, if and when he/she believes circumstances warrant it, arrange tests for use of illegal substances or a random sample of students, or of all students in a class or classes, a year or years.

Discipline and Drugs

Any student for the first time testing positive for use of an illegal substance or found consuming, possessing, buying, selling, or providing any illegal substance on the school campus or while attending School-sponsored activities will be immediately suspended from school for a period of at least four days. The Head of School shall make the decision on whether the student should be expelled

Dangerous Implements

Dangerous objects are not permitted on school grounds. Teachers are authorized to confiscate any object perceived as dangerous from any student and disciplinary action may be taken. .

Voluntary Disclosure of Drug Use

If, prior to being asked to undergo a test for use of illegal substances, a student informs the Head of School directly or through a teacher or a member of the administration that he/she has used an illegal substance, he/she will not be liable to suspension. However, he/she may be required to undergo a test for use of illegal substances after a period of time from the disclosure and if that test proves to be positive, then the student will be treated as a first-time offender. If a student makes a second voluntary disclosure, the Head of School will report the matter to the student's parents or guardians, and the student may be treated as a first-time offender.

Discipline

Students are proud to live up to high expectations and, as such, disciplinary measures are rarely needed. At times, however, students have to be reminded of the responsibilities they have towards themselves and the school community and property. At these times teachers will deal with misconduct using progressive methods which are age- appropriate and match the level of offense.

Serious or persistent misconduct will be referred to the Principal and, then the Head of School. Parents will be notified and guidance counseling offered.

When a student needs to be reminded of the responsibility she/he has to the school, to others and to him or herself, there is a sensible, effective framework to follow-up discipline issues. In practice, this means that after the teacher has exhausted all means of dealing with a specific discipline problem, the student will then be referred to the Principal.

Students have the right to be told clearly what the rules are, and they have the right to appeal to a higher authority if they feel they have been dealt with unfairly. It is pointed out to students, however, that directions must first be obeyed, and then may be questioned later. The people in charge of the school have the authority to carry out their tasks for the benefit of all concerned.

Due Process Rights

In case of serious disciplinary action, the Principal will:

- Advise the student in question of the particular misconduct and the basis for accusation
- Provide the student an opportunity to explain the situation
- Remove from the school premises, without benefit of the above procedures, any student whose continued presence in the school poses a danger to persons or property or an ongoing threat of disruption to the academic process

In addition, the Principal will:

- Give written notice of the suspension and the reasons to the student's parents
- Provide the student and parents with a copy of school policy and administrative procedures for suspension and expulsions.

Detention

In certain circumstances, students may be assigned to detention after school. This sanction will be used at the discretion of the teacher assigning the detention as a disciplinary measure or to address inadequate work in assignments. Parents will be notified a day in advance so that appropriate transportation and other necessary arrangements may be made. If a student is placed in detention, attendance will take precedence over any concurrent after school activities.

Probation

Disciplinary probation is a warning to students and parents that any further misconduct within a defined period will result in suspension. It may involve restricting student privileges or a time out in the form of an in-school suspension.

Suspension

Student suspension is a serious matter. It requires that the student stay away from school for a specified period. Behavior that consistently deviates from accepted standards will lead to suspensions from one to ten school days. A suspended student cannot return to school until a conference is held between school administration, student and parent(s).

Expulsion

Expulsion means the student is removed from school. Very serious infractions may lead to a student's expulsion. Any decision to expel must be made after due consideration and consultation between Head of School, Principal, parent(s) and student.

Guidelines for Staff to Promote Positive Behavior

- Staff to be good role models e.g. be respectful to students, be good listeners
- Staff to have high expectations of behavior
- Focus on the positive – praising good behavior
- Use positive language at all times
- Students have clear understanding of the rules in school/class
- Students have clear understanding of the consequences of negative behavior
- Implement effective classroom management skills

Strategies for Dealing with Negative Behavior

- As far as possible focus on examples of positive behavior, this can have the effect of deterring negative behavior and: each day is a new day.
- Give a look or hand gesture to stop low level negative behavior. Generally this will not disrupt the flow of the lesson.
- Speak privately with the student – focus on the behavior not the student.
- Deal with issues in the moment with logical consequences.
- Involve the student: thinking time/how can we put this right
- Teaching constructive self-help/regulation/impulse control.
- Seek support from the School Counselor regarding strategies.

6. Visual and Performing Arts

We strongly believe that the visual and performing arts must be a fundamental part of a student's education. Exposure to the arts provides a variety of educational benefits. Not only do they promote an appreciation for culture and aesthetics, they also stimulate a depth of learning in the academic disciplines. Students develop several intelligences: verbal, mathematical, visual, spatial, musical, interpersonal, and intrapersonal. Gardner. (1983). Other benefits include an increase in self-esteem, motivation and creative thinking.

The visual and performing arts provide depth to the curriculum. Students are required to take (**insert requirement**) visual or performing arts courses per school year. If they already demonstrate an advanced

level of accomplishment in a certain area, students are encouraged to extend their arts education through participation in one of the extracurricular performance groups or clubs.

Program Administration

1. There will be a balanced program of courses and extracurricular activities.
2. The Department Chairperson shall be responsible for the development and review of the program on an ongoing basis.
3. An additional charge may be made to the parents / legal guardians to cover the cost of instruments or materials in some cases.
4. The school may partner with community organizations or individuals to provide some of the extracurricular activities and such activities shall require approval from the Head of School following input from the Principals, Department Chairperson and the educational staff.
5. The school is encouraged to invite members of the community to attend on campus concerts and exhibitions, in an effort to increase the school's visibility and promote a positive image in the community. On occasion the school may decide to hold concerts or exhibitions at an off-campus venue.

7. Field Trips and Service Learning

It is the belief of the school that numerous learning opportunities are available when moved from the confines of the classroom. Claiborne, Morrell, Bundy, & Bruffy. www.eft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/. They should be designed to support the curriculum or foster service to the community. The following guidelines will dictate the planning and approval process of field trips and service learning activities. They must be properly planned in two stages. Arrangements and schedules must be approved by the Head of School in advance and managed by a Head of School designated trip coordinator.

Stage One – Approval forms are included at the end of this section.

Procedures for approving curriculum field trips and service learning activities must include, but are not limited to the following:

1. The Head of School must be consulted prior to an approval request if the trip involves an unusual distance, duration, or activities.
2. Leaders are advised to use the *Field Trip Leader's Checklist* to ensure that all logistical arrangements are made and procedures followed. A member of staff must visit the destination prior to the event to ascertain the safety and educational value of the destination. A *Hazard Assessment Sheet* must be completed for the trip.
3. A *Field Trip Request Form* must be completed for any off-campus activity or trip that is planned. Notification must be given to the Principal and the Transportation and Security Manager at least 14 days before the proposed trip.
4. Any additional cost must be approved by the Head of School prior to approval. Curriculum field trips are normally included in school fees, but may be on an additional cost basis if so determined by the Head of School.
5. Transportation must be arranged prior to approval. Only authorized vehicles should be used for curriculum field trips.
6. Chaperones must be arranged in a ratio of 6 students to 1 chaperone for the lower grade levels and 10 students to 1 chaperone for the upper grade levels on within country trips. Parents/Legal Guardians are permitted and encouraged to assist School Staff in supervision. All students must be accompanied by an adult of the same gender on overnight field trips.
7. The activity leader must ensure that chaperones are either first aid trained or given a briefing by the school nurse prior to the trip.
8. Out of country curriculum field trips for upper grade levels (such as language trips or sporting events) are permissible with Head of School approval.
9. Out of country curriculum field trips for lower grade levels are not permissible except in exceptional circumstances.

Stage Two – Notification

Procedures for communication to parents/legal guardians, students and staff must include, but are not limited to the following:

1. Written parental permission is required for all curriculum field trips. Such permission should specifically absolve the school of liability for injury or loss of property. Use or adapt the *Field Trip Parent Permission Form*.

2. Written student specific health information must be provided by the parents/guardians prior to the trip. In cases where the administration of medication is required appropriate expertise needs to be sought.
3. Behavioral expectations of students and staff must be disseminated prior to departure. Use or adapt the *Overnight Trips Student Contract* for overnight trips.
4. The parents/legal guardians must be fully informed in advance of any fees that might be charged.
5. Prior to the event, the trip leader must ensure that permission forms have been returned by all students who will be attending. He or she should contact the parents if a form has not been returned.
6. In the event of a student not attending a curriculum field trip for financial or personal reasons, trip leaders must ensure provision is made for meaningful learning activities in the teacher's absence.

PARENT PERMISSION FIELD TRIP FORM

Grade: _____ Teacher: _____

Date(s) of Trip: _____ Departure Time: _____ Arrival Time: _____

Destination: _____

Educational Purpose of Trip _____

Students should bring: Water _____ Snack _____ Lunch _____ Other _____

Materials needed: _____ Additional Costs: _____

Part A – Please retain for your information

Part B – Please complete and return to _____

Student Name _____ **Grade** _____

Date & Destination of Field Trip: _____

Home Phone Number: _____ Mother Mobile: _____

Father Mobile: _____

In case of emergency if you cannot be located at any of the above numbers, please supply the name and telephone number of a relative or friend _____

Does your child suffer from any allergies?

Explain _____

Does your child have any major medical problem?

Explain _____

Does your child require any special medication?

Explain _____

Does your child have any dietary restrictions?

Explain _____

Please Read Carefully

I fully understand that a field trip experience off campus involves activities where the risk of injury is greater than at school. I understand that the school provides adequate supervision; I will discuss with my child the importance of proper behavior and complete cooperation with instructions. It is agreed that a student who does not behave in accordance with the guidance set out by the supervising teachers will be sent home. It is also understood that the general rules for discipline in the school student discipline policy apply and that a student may be sent home for absence from sleeping quarters after curfew and for any other applicable reason. A disciplinary or emergency return trip will be at parental expense and will include forfeiture of remaining trip money. Any purposeful damage to facilities by my child will be my responsibility, and I will make full restitution to the parties involved. If my child is taking any special medication, I give my child the authorization to take his or her own medication.

I hereby grant my permission for my child to participate in this field trip. I understand the school is not liable for any injuries, accidents or sickness.

Parent/Guardian Name (print) _____

Parent/Guardian signature _____

To Do	Action (by whom?)	Date (by when)	Check on Day
Visit to field trip location by a teacher to establish educational value of trip and logistical arrangements			<input type="checkbox"/>
Complete <i>Hazard Assessment Sheet</i> (see following page)			<input type="checkbox"/>
Field trip request form to Transportation and Security Manager and Principal (minimum 14 days in advance)			<input type="checkbox"/>
Chaperones lower grades 6:1; upper grades 10:1 inside country, 8:1 outside (same gender for overnight trips)			<input type="checkbox"/>
Field trip permission forms prepared			<input type="checkbox"/>
Entrance fee – complete <i>Request for Advance</i> form			<input type="checkbox"/>
Field trip permission forms go home 5 days before trip			<input type="checkbox"/>
All field trip permission forms signed and returned or parents called			<input type="checkbox"/>
Lunches and water arranged by school cafeteria if necessary			<input type="checkbox"/>
Order first aid box from nurse and check first aid training of chaperones			<input type="checkbox"/>
Borrow clip boards, pencils, erasers, sharpeners or other tools			<input type="checkbox"/>
Liaise with Transportation and Security Manager - consider pre-loading buses, choice of and arrangements for drivers			<input type="checkbox"/>

Work for field trip			<input type="checkbox"/>
Games for field trip e.g. football, skipping rope			<input type="checkbox"/>
Cover duties			<input type="checkbox"/>
Check After School Activities schedule/duty			<input type="checkbox"/>
Obtain the school mobile phone from the bus driver for the duration of the field trip			<input type="checkbox"/>

Field Trip Leader's Checklist

Completing the Hazard Assessment Sheet for a Field Trip

When completing the Hazard Assessment Sheet, please consider the following issues:

Transportation and Route

- Are there any particular hazards in-route?
- Are there alternative routes should a problem arise?
- Are any additions / alterations needed to the standard the school bus safety routines?

Student & Group Issues

- Are there any students with particular medical needs or concerns?
- Any known behavioral issues?
- Any potentially difficult group dynamics?

Venue & Activities

- What possible hazards are there at the destination:
 - Wildlife?
 - Dangerous plants?
 - Water?
 - Tripping / falling hazards?
 - Danger of getting lost?
 - Danger of sunburn/dehydration?
 - Problems that might arise in case of bad weather?
 - Dangerous structures / buildings?
 - Fire risks?
 - Electrical risks?
 - Health & hygiene risks? (include biological waste, toxins, risk of disease)
- Any risks inherent in the activities that will be carried out?

Security

- Might there be difficulties interacting with the local community (is a guide needed?)
- Are there any local security concerns?
- Night-time security if sleeping at the venue?

Housekeeping

- Are toilet facilities of appropriate standard available?
- Washing facilities (personal hygiene and washing for dishes after meals if necessary)
- Are food preparation facilities hygienic?
- Are sleeping facilities clean and mosquito and wildlife-proof?

Staff

- What level of supervision / chaperoning is necessary?
- Are staff adequately experienced / trained?

In Case of Emergency

- Is mobile-phone network coverage available over entire route?
- Where are the nearest acceptable medical facilities?
- What would you do in the case of a medical / security emergency?

8. Sports and Extracurricular Activities

It has been shown consistently that students who are actively involved in sports and extracurricular activities perform better in the classroom. Moreover, success after graduation is most likely found in people who have learned to organize their time, who have recognized their strengths and limitations, who have worked with others to achieve long term goals and who have participated in school activities. The sports and extracurricular activities program instills these attributes. These experiences are given consideration when students apply to university. www.collegeboard.com So as not to limit their potential growth, students are encouraged to participate in a variety of activities rather than focusing their efforts upon a single activity.

Program Administration

1. The program shall be balanced, providing a range of activities suited to the different students' ages and interests, subject to available resources and facilities.
2. The school will set and clearly state any regulations and eligibility requirements for participation.
3. A Coordinator for Sports and Extracurricular Activities shall be responsible for the development and review of the program on an ongoing basis.
4. An additional charge may be made to the parents/legal guardians to cover the cost of equipment, materials, transportation or instructor in some cases.
5. The school may partner with community organizations or individuals to provide other extracurricular activities. Any such activities shall require approval from the Head of School following input from the Principals, Sports and Extracurricular Activities Coordinator and educational staff.
6. Off-campus sporting events are treated in the same way as field trips and service learning activities (section 7). They must be adequately planned in two stages:

OFF-CAMPUS SPORT COMPETITION/EVENTS

Stage 1 – Approval

1. A *Field Trip Request Form* must be completed and notification given to the Principal and the Transportation and Security Manager at least 10 days before the proposed event.
2. Transportation must be arranged prior to approval. Only authorized vehicles should be used for curriculum field trips.
3. Chaperones must be arranged: 1 chaperone for every 6 students in the lower grades and 1 chaperone for every 10 students for upper grade levels and. parents/legal guardians are permitted and encouraged to assist School Staff in supervision. All students must be accompanied by an adult of the same gender on overnight trips.

Stage Two – Notification

1. Written parental permission is required for all off-campus trips. Such permission should specifically absolve the School of liability for injury or loss of property. The team coach should generate a letter to parents, informing them of the details and location of the event using the document template *Sports Event Parent Permission Form*.
2. The parents/legal guardians must be fully informed in advance of any fees that might be charged.

3. Prior to the event, the team coach must ensure that permission forms have been returned by all students who will be attending. He or she should contact the parents if a form has not been returned.
4. The team coach should make every effort to inform parents of the time and location of their child's event, in order to encourage them to attend and support.

ON -CAMPUS SPORT COMPETITION/EVENTS

On campus sport competition also require planning in two stages:

Stage 1 – Approval

1. An *Activities & Facilities Request Form - Internal* must be completed and given to the Maintenance Manager at least 14 days before the proposed event
2. If students will not be able to go home on the regular buses, meaning that additional transportation needs to be arranged, then approval must be sought from the Transportation and Security Manager by filling in the *Field Trip Request Form*
3. The team coach and the Maintenance Manager should liaise together to ensure that the logistical arrangements for the event are made.

Please note that any sport competition that invites members of the wider community onto the school campus is a marketing opportunity. Staff should make every effort to ensure the highest standards of professionalism and courtesy are extended to visitors and that they are given a warm welcome.

Stage Two – Notification

5. Written parental permission is required for sport competitions, especially if they will involve the student missing classes or staying beyond normal school hours. Such permission should specifically absolve the school of liability for injury or loss of property. The team coach should generate a letter to parents, informing them of the details and location of the competition using the document template *Sports Event Parent Permission Form*.
6. Prior to the competition, the team coach must ensure that permission forms have been returned by all students who will be attending. He or she should contact the parents if a form has not been returned.
7. The team coach should make every effort to inform parents of the time and location of their child's event, in order to encourage them to attend and support.

Section Two: Management, Quality Control and Customer Care

9. Recruitment of Staff

Overview

In order to achieve our strategic objective to provide the school with outstanding staff, it is essential that methods of recruitment are in place to identify and select individuals who successfully perform their role at level of excellence. In order to accomplish this, the following steps must be taken before advertising the vacancy:

1. The job description is reviewed and updated.

All job descriptions should be previously developed by mapping out the essential work activities of the School and dividing them up into coherent roles. As the strategies of the School evolve, the work which needs to be carried out alters, and job roles need to change as a result. The Head of School produces an annual HR Plan which is presented to the Board articulating these changes. Before recruiting, an up-to-date job description needs to be produced, describing in detail the performance outcomes and work activities that the new job holder will be expected to carry out.

2. Personal qualities necessary for success in the role are determined.

The final page of the job description articulates the personal qualities necessary for success in the role. Personal qualities fall into the following categories:

- Qualifications
- Knowledge and experience
- Essential character
- Essential skills

Essential character and essential skills are defined and articulated via the *School Competency Framework*. (refer to competency appraisal document 9a) When writing a new job description, it is important to select only those competencies which are truly essential for success in the role, otherwise talented applicants may not be considered because the bar is too high.

3. Head of School decides whether vacancy is best advertised internally, locally or internationally.

Wherever possible, the Head of School will promote an existing member of staff to a new position. Internal recruitment is less risky than external recruitment because it is easier to fully appraise an internal candidate. It also encourages career development and is a way of rewarding high performing staff.

If internal recruitment is not possible, then the Head of School will seek to recruit locally. Local recruitment is less time consuming and less expensive than international recruitment because candidates can visit the school for appraisal and/or a visitation can be made to the candidate's current school. The Head of School conducts courtesy interviews on a regular basis throughout the year, and keeps a record of suitable candidates who could be considered should a vacancy arise. When suitable candidates are not available locally, the Head of School will advertise internationally.

4. Head of School appoints a supervisor / assessment panel to manage the recruitment process

Depending on the seniority of the position and the extent to which it is essential to the success of the school, the Head of School will appoint an appropriate supervisor to lead the recruitment process. In some cases this will be him or herself, on other occasions it will be a Principal, or an appropriate department supervisor.

In the case of internal recruitment, where a competency appraisal of an existing member of staff will be made, a panel is appointed consisting of the line supervisor of the member of staff and one or two other individuals who have a good knowledge of the member of staff and can be relied upon to be objective. All recruitment must be authorized by the Head of School and recruitment for newly created positions must be authorized by the Board.

5. Suitable assessment tools are identified and developed or purchased

There is a tendency to assume that recruitment decisions will be made following an interview. However, research suggests that typical interviews are less reliable than other appraisal tools in their ability to accurately identify personal qualities of candidates.

Wherever possible, work sample tests, personality inventories and aptitude tests will be used to supplement interview data. (refer to appendix: designing an assessment process)

Competency appraisal forms and interview checklists are developed. The Assistant to the Head of School generates a *Competency Appraisal Form* and an *Interview Checklist*. Templates for these forms are available which contain all of the competencies in the framework. In order to tailor the template to a particular job, it is necessary to delete all lines in the table that are not listed in the recruitment section of the job description, and to transfer the relevant information from the knowledge and experience section of the job description to the identical section on the *Competency Checklist Form*. (refer to 9c)

For academic roles, a copy of the *Teacher Performance Standards* will also need to be included. (refer to section 14b)

Additional checklists might need to be developed to support assessment tools that are tailored to particular roles. Usually the competency framework can be used as a foundation.

Internal Recruitment Procedure

1. Details of the vacancy are circulated to all staff. This includes circulating a copy of the job description with the recruitment criteria clearly defined. The vacancy announcement informs staff to whom letters of interest should be addressed.
2. Applicants write a letter of interest to the responsible supervisor. There is no standard structure for the letter. However, the recruiting supervisor is free to require a particular format or structure, or to design an application form as appropriate.
3. Appraisal panel uses the *Competency Checklist Form* to review the candidates' suitability for the vacant role.

A common problem in internal recruitment is that supervisors select an individual who is an excellent performer in their current role, and promote them to an enhanced role, only to discover that they are not able to perform well in the new role. This results in individuals being 'promoted to their level of incompetence'. In order to avoid this problem, individuals need to be appraised against the characteristics that are necessary for success in the new role, using the *Competency Checklist Form*:

- Copies of the *Competency Checklist Form* are distributed to each member of the assessment panel, informing them of the deadline for completion. Members of the assessment panel should review their past observations of the behavior of the candidates, checking off boxes to indicate where observed behavior is logically similar to the example behavior listed on the form. Members of the assessment panel are strongly discouraged from guessing, assuming the best, or making judgements based on positive feelings towards the candidates.

If members of the assessment panel have not had the opportunity to observe key aspects of a candidate's behavior, then they may need to gather feedback from other trusted individuals.

- The assessment panel meets to discuss the individual scorings that they have given. Where there is consensus about a candidate's strengths or weaknesses, there is no need to discuss further. However, where members of the panel disagree, a data gathering approach should be used to reach consensus. Members of the panel should critique each other to ensure that each assessment is based on actual observations of past performance.

Please note that it is not necessary for a person to demonstrate every single indicator under a

particular heading – there just needs to be enough evidence to be sure that the person has the right basic character and essential skills.

- The assessment panel uses this information to draw up a shortlist of suitable candidates. It is possible that the shortlist might consist of one candidate only.

Unsuccessful candidates are informed of the panel's decision in a coaching style by their line supervisor or other suitable person. An effort should be made to agree specific developmental targets so that the individual can be successful in a future application.

4. Candidates are invited for appraisal which will consist of:

- Interviews with appropriate supervisors and stakeholders
- Work sample tests (if the new role is very different from the current role)
- Personality inventory and/or aptitude tests as appropriate

Please see the appendix at the end of this document for explanation of these terms. The Assistant to the Head of School is responsible for organizing and providing logistical support for appraisal events. The responsible supervisor gathers together a team of assessors who will administer and record data from the various appraisal tools. At the end of the assessment process, all involved meet together to discuss the results. As before, there is no need for great discussion where there is consensus about a candidate's strengths or weaknesses. However, where members of the panel disagree, a data gathering approach should be used to reach consensus. Members of the panel should critique each other to ensure that each assessment is based on actual observations of performance.

5. The responsible supervisor reviews the data gathered during the assessment process and makes a selection.

If none of the candidates meet the essential criteria, then the Head of School is informed of the need to initiate an external recruitment process.

Sometimes this decision is difficult to make because a candidate can be very strong in many areas, but lack one or two essential features. Those involved in the recruitment decision will need to discuss the relative importance of the various characteristics that are being appraised – are the characteristics that are lacking / weak really essential to good performance? Is it possible to train the individual so that they can improve his/her performance over time? Or are the characteristics foundational to the individual's personality and unlikely to shift?

6. The Head of School reviews all data and makes the final recruitment decision.

7. Unsuccessful candidates are informed of the decision in a coaching style by their line supervisor or other suitable person. An effort should be made to agree specific developmental targets so that the individual can be successful in a future application.

8. The Head of School informs the Human Resources Manager of the decision who then initiates HR Administration procedures. In this case, the Human Resources Manager will ensure that:

- A letter of appointment is produced and sent to the member of staff
- Any alterations to the individual's salary are made
- A new contract is drawn up and signed (if appropriate)
- The paperwork from the appraisals is stored in the employee files of all of the members of staff who applied for the position

9. The Assistant to the Head of School informs the Human Resources Manager of the appointment so that induction training procedures can be initiated.

Local Recruitment Procedure

1. Details of the vacancy are posted on the school website and potential candidates known through personal contacts are verbally informed.
2. Resumes and/or application forms are received by the Assistant to the Head of School – this can include responses that have been made to the vacancy notice, but may also include resumes that have been sent in speculatively. In practice, resumes are received regularly throughout the year.
3. The Assistant to the Head of School is responsible for bringing all resumes to the Head of School as soon as possible after they have been received. The Head of School reviews the resumes and instructs the Assistant to the Head of School to send out one of three standard letters:
 - “No vacancy at this time”
 - “Application being processed”
 - “Position filled”

All resumes are filed for future reference.

4. If candidates have applied for an up-coming vacancy, and the School is actively processing applications, then candidates are requested to fill out the *Application Form* on line or on paper. Received *Application Forms* are also kept on file by the Assistant to the Head of School.
5. Application forms are screened by the supervisor who is responsible for the recruitment (usually Head of School, School Principal or Department Supervisor). The personal qualities of candidates are compared with the recruitment requirements listed in the job description and a shortlist is made of suitable candidates.
6. Candidates are invited to the School for an appraisal visit which will consist of:
 - a. Interviews with appropriate supervisors and stakeholders
 - b. Work sample tests (for instance teaching a class)
 - c. Personality inventory and/or aptitude tests as appropriate

Please see the appendix at the end of this document for explanation of these terms. The Assistant to the Head of School is responsible for organizing and providing logistical support for appraisal events. The *Competency Assessment Form* and *Interview Checklist* are used as the basis for these assessments. For teacher candidates, the *Teacher Performance Standards* document is also used for assessing the quality of instructional technique.

The responsible supervisor gathers together a team of assessors who will administer and record data from the various appraisal tools. At the end of the assessment process, all involved meet together to discuss the results. There is no need for great discussion where there is consensus about a candidate's strengths or weaknesses. However, where members of the panel disagree, a data gathering approach should be used to reach consensus. Members of the panel should critique each other to ensure that each assessment is based on actual observations of performance.

7. For positions critical to the success of the School as well as some key teaching positions, the responsible supervisor will carry out a workplace or school visit and make an appraisal of the candidate. As before, the *Competency Assessment Form* is used as the basis for this appraisal. For teacher candidates, the *Teacher Performance Standards* document is also used for assessing the quality of instructional technique.
8. The responsible supervisor reviews the data gathered during the assessment process and makes a selection.

If none of the candidates meet the essential criteria, then the Head of School is informed of the need

to initiate an international recruiting process.

9. The references of the successful candidate are followed up. Experience shows that referees are cautious over what they put in writing and tend only to give information that reflects well on the candidate. Wherever possible, referees should be interviewed face-to-face; via *Skype* or over the telephone. In particular, any areas of concern or question from the competency appraisal should be explored, using a data gathering approach.

In addition, the responsible supervisor will conduct a background check. It is sometimes possible to check law enforcement agency records, and usually possible to make inquiries to ensure that a candidate has no criminal record or questionable past behavior. The responsible supervisor completes the *Reference & Background Check* form and passes it, along with all other recruitment documentation, to the Head of School.

10. The Head of School reviews all data and makes the final recruitment decision.
11. The responsible supervisor informs the candidates in writing of the outcome of the selection process.
12. The Head of School informs the Human Resources Manager of the decision who then initiates HR Administration procedures. In this case, the Human Resources Supervisor will ensure that:
 - A letter of appointment is produced and sent to the successful applicant
 - A contract is drawn up and signed, along with the *Staff Code of Conduct*(refer to section 10)
 - The new member of staff is added to the payroll and all necessary HR administration is completed (e.g. work permit, health insurance)
 - A new employee file is opened and all the paperwork from the recruitment process stored inside
 - The new member of staff completes the *Personal Details Form* and Emergency Information Form which may be found at the end of this document. Information from the unsuccessful candidates is stored for a period not to exceed 6 months.
13. The Head of School informs the Human Resources Manager of the appointment who then initiates induction training procedures based on the qualifications and prior training of the successful candidate. The supervisor responsible for the recruitment should also discuss the successful applicant's appraisal results with the Human Resources Manager in order to ensure the best possible induction process.
14. The supervisor completes a final copy of the *Competency Checklist Form* before the end of the probation period.

However thoroughly pre-recruitment appraisal is carried out, there is always the possibility of missing important data (or assuming the presence of competencies that are actually absent). The probation period gives both the newly employed member of staff and the School an opportunity to assess the match between the new job and the individual.

The Assistant to the Head of School sends the *Competency Checklist Form* to the line supervisor of the new member of staff, and assists him or her to complete it if they were not a member of the original selection team. The Assistant to the Head of School informs the Head of School and the Human Resources Manager of the results of this final appraisal. The Head of School is responsible for taking appropriate action in the case of an unsatisfactory appraisal.

International Recruitment Procedure

1. Details of the vacancy are posted on the school and external websites and potential candidates known through personal contacts are verbally informed. In addition, the responsible supervisor may attend a recruitment fair, as authorized by the Head of School. In this case, the responsible supervisor may have to act quickly in order to secure the commitment of an attractive candidate. The responsible supervisor should interview the candidate briefly and collect a resume and/or application form from the candidate at the fair, in particular ensuring that an e-mail address has been provided. The Personality Inventory is then administered on line.
2. Resumes and/or application forms are received by the Assistant to the Head of School- this can include responses that have been made to the vacancy notice, but may also include resumes that have been sent in speculatively. In practice, resumes are received regularly throughout the year.
3. The Assistant to the Head of School is responsible for bringing all resumes to the Head of School as soon as is practical after they have been received. The Head of School reviews the resumes and instructs the Assistant to the Head of School to send out one of three standard letters:
 - “No vacancy at this time”
 - “Application being processed”
 - “Position filled”
 All resumes are filed for future reference.
4. If candidates have applied for an up-coming vacancy, and the school is actively processing applications, then candidates are requested to fill out the *Application Form* on line or on paper. Received *Application Forms* are also kept on file by the Assistant to the Head of School.
5. Application forms are screened by the supervisor who is responsible for the recruitment (usually Head of School, School Principals or Department Supervisor). The personal qualities of candidates are compared with the recruitment requirements listed in the job description and a shortlist is made of suitable candidates.
6. A telephone interview is conducted by the responsible supervisor in order to screen potential candidates. An *Interview Checklist* will be used to guide the process.
7. Face-to-face interviews are arranged with suitable candidates only:
 - If time and cost allow, interviews are conducted at the workplace or school of the candidate.
 - If a workplace or school visit is not feasible, and if time and cost allow, candidates are invited to the School for interview
 - Failing both of the above, an interview may be arranged at a mutually convenient location (e.g. job fair / conference / Skype/ a mutually agreed upon location)
 In each case, the same procedure is used as for local recruitment.
8. For positions critical to the success of the school, the responsible supervisor will carry out a workplace or school visit and make an assessment of the candidate. As before, the *Competency Assessment Form* is used as the basis for this assessment. For all involved in the academic program, the *Teacher Performance Standards* document is also used for assessing the quality of instructional technique.
9. The Personality Inventory is administered to suitable candidates on line.
10. The responsible supervisor reviews the data gathered during the assessment process makes a selection. If none of the candidates meet the essential criteria, the Head of School is informed of the need to make an alternative plan.

11. The references of the successful candidate are followed up. Experience shows that referees are cautious about what they put in writing and tend only to give information that reflects well on the candidate. Wherever possible, referees should be interviewed face-to-face, via *Skype* or over the telephone. In particular, any areas of concern or question from the competency appraisal should be explored, using a data gathering approach.

In addition, the responsible supervisor will conduct a background check. It is sometimes possible to check law enforcement agency records, and usually possible to make inquiries to ensure that a candidate has no criminal record or questionable past behavior. Teaching staff are required to provide a clearance certificate, from the appropriate agency in the country or state where they are currently employed. The responsible supervisor completes the *Reference & Background Check* form and passes it, along with all other recruitment documentation, to the Head of School.

12. The Head of School reviews all data and makes the final recruitment decision.
13. The responsible supervisor informs the candidates in writing of the outcome of the selection process.
14. The Head of School informs the Human Resources Manager of the decision who then initiates

HR Administration procedures. In this case, the Human Resources Manager will ensure that:

- A letter of appointment is produced and sent to the successful applicant
 - A contract is drawn up and signed, along with the *Staff Code of Conduct* (refer to section 10)
 - Procedures for arranging housing and assisting with family needs and travel and shipping arrangements are initiated
 - Immigration procedures are initiated, which includes informing the member of staff concerning paperwork requirements (e.g. documentary evidence of qualification)
 - The new member of staff is added to the payroll and all necessary HR administration is completed (e.g. work permit, medical insurance etc.)
 - A new employee file is opened and all the paperwork from the recruitment process stored inside
 - The new member of staff completes the *Personal Details Form* and Emergency Information Form, which may be found at the end of section 9.
 - Information from the unsuccessful candidates is stored for a period not to exceed 6 months
15. The Human Resources Manager initiates induction training procedures, based on the qualifications and prior training of the successful candidate. The supervisor responsible for the recruitment should also discuss the successful applicant's appraisal results with the Human Resources Manager in order to ensure the best possible induction process.
16. The supervisor completes a final copy of the *Competency Checklist Form* before the end of the probation period.

However thoroughly the pre-recruitment assessment is carried out, there is always the possibility of missing important data (or assuming the presence of competencies that are actually absent). The probation period gives both the newly employed member of staff and the School an opportunity to assess the match between the new job and the individual.

The Assistant to the Head of School sends the *Competency Checklist Form* to the line supervisor of the new member of staff, and assists him or her to complete it if they were not a member of the original selection team. The Assistant to the Head of School informs the Head of School and the Human Resources Manager of the results of this final appraisal. The Head of School is responsible for taking appropriate action in the case of an unsatisfactory appraisal.

APPENDIX

Designing an Assessment Process

There are a wide range of tools available. The following are just some examples:

- **Application forms** can be very useful if they are well designed. The quality of the production can give an indication of people's language skills and attention to detail. Written answers can give an indication of a person's values and motivation. They can also indicate likely presence of required skills, knowledge or experience. Some competency data can be gathered via self-assessment questions.
- **Written references** can give a great deal of information about presence and absence of competencies. The key is to design the form so that the referee is required to answer questions concerning the extent to which the candidate demonstrates certain behaviors.
- **Referees** are often more candid in discussion than they are in writing. A telephone call or face to face discussion with a referee can reveal valuable information. Again, the key is to structure questions so that the referee reports on the observable behavior of the candidate, preferably in the context of specific incidents or events.
- **Personality tests** can give information about likely presence or absence of competencies and are particularly useful for highlighting potential emotional or social difficulties. They have a high level of accuracy, for instance, compared with traditional interviewing techniques. *Note: psychometric tests must be administered in the native language of the applicant.*
- **Aptitude tests** are available to test a wide range of 'intelligences'. (e.g. conceptual and analytical thinking, problem solving, numerical and verbal reasoning, accuracy etc.). The key to using such tests effectively, is to try them out on existing job holders and to show a link between test scores and job performance.
- **'Behavioral Event' interviews** are more accurate even than structured interviews and frequently show up candidates who 'know the right answers' but fail to 'walk the talk'. The candidate is asked to describe two or more past accomplishments in great detail. Information gathered concerning behavior in the past is used to make inferences concerning the presence of competencies and, therefore, likely behavior in the future.
- **'Work Sample Tests'** or 'role plays' can be used to encourage candidates to demonstrate the presence (or absence) of both skills and competencies. It is useful if the exercise mirrors some aspect of the future job (e.g. asking a potential receptionist to handle a 'difficult' person, giving a driving test to a potential driver, asking a teacher to teach a class – preferably a difficult one!). The key is to be clear about what skills or competencies the exercise aims to observe and what observable behavior you are expecting to see from good candidates.
- **Candidate generated evidence** can be used to assess the presence of both skills and competencies. Usually the recruiting organization publishes a description of the skills or personal qualities they are looking for e.g. 'a proven track record of project management, including the ability to manage and motivate a team'. Candidates are asked to come to interview with documentary evidence to prove that they have these qualities (evidence might include project plans, photographs, references from satisfied sponsors etc.).
- **Technical interviews** are conducted by a skilled technical specialist. Sometimes specialists of this kind are not expert in selection interviewing and may require help in defining their assessment criteria. If possible, a list should be developed with desirable behavior itemized – the technician then gives a numerical score, or pass/fail rating against each item.
- **Technical tests** are designed to assess the technical knowledge & understanding of an applicant for roles where these are important. These can range from testing drivers on their knowledge of the highway laws, to testing teachers on their understanding of their subject. Technical tests usually need a technical expert to score them, especially if there is a desire to assess understanding rather than the ability to regurgitate right answers.
- **General interviews** may include question and answer sessions concerning availability issues and may

provide candidates with an opportunity to ask questions of their own. Sometimes negotiation is necessary concerning terms and conditions of employment. Sometimes a good candidate needs to be persuaded to join the organization and the general interview can be used to address his or her concerns. It is important to remember that assessment is a two-way process, good candidates will be assessing the school, just as much as the school is assessing them.

9a. Competency Assessment Form

JOB TITLE:

NAME OF CANDIDATE:

NAME OF APPRAISOR:

DATE:

This form is designed for a manager to use in assessing the suitability of a member of staff for a promotion position or alternative role. There are two sections:

1. An assessment of their personal qualities or character
2. An assessment of their skills and knowledge

The first section is the most important for deciding whether or not to appoint the member of staff to the new role – if a person has the right basic personality, he or she will be able to carry out the new responsibilities fully and well, given time and training.

The second section is designed to check whether the member of staff has the academic qualifications, experience and knowledge necessary for their role. And also to survey their skill levels. If the individual scores well in the other sections of the assessment, a decision may be taken to either waiver the requirement or provide opportunity to gain the appropriate skills, qualification, knowledge or experience.

SECTION 1 – ASSESSMENT OF PERSONAL QUALITIES

For assessing character-based competencies please use the following scoring key:

-1	0	1	2	3
I have observed the opposite behavior	There have been occasions when this behavior was needed, but was not demonstrated	The behavior is occasionally demonstrated – it's there but weak	The behavior is regularly demonstrated	The behavior is frequently demonstrated and/or to a high standard

Note on assessment of character-based competencies: It is not necessary for a person to demonstrate every single indicator under a particular heading there just needs to be enough evidence for us to be sure that the person has the right basic character.

For assessing skills please use the following scoring key:

1	2	3	4
The job holder is not doing this	The job holder does this but needs to improve significantly	The job holder does this fairly well but could improve in a few areas	The job holder does this fully and well

ESSENTIAL SKILLS	SCORE
Coaching	
Identifying performance improvement needs	
Identifying alternative approaches or behaviors	
Giving verbal feedback	
Giving demonstrations	
Supporting and encouraging	
Communication	
Speaking clearly and concisely	
Adjusting style of the communication to ensure the other understands	
Using various media to communicate messages effectively (e.g. written word, visual images, stories, information technology)	
Using ideas and language which the other relates to and understands	
Listening attentively	
Repeating, rephrasing or responding appropriately to what the other has said	
Counseling	
Listening attentively, responding appropriately to what has been said	
Affirming others	
Using appropriate counseling strategies	
Giving bad news	
Giving advice	
Information Technology	
Using Microsoft Word	

Using the Internet	
Managing e-mail	
Instructional Design	
Using comprehensive research strategies in order to thoroughly understand a subject and related inter-disciplinary issues.	
Designing unit plans according to best practice	
Articulating curriculum maps ensuring inter-disciplinary links	
Instructional Technique	
Setting and communicating clear criteria for student learning.	
Creating a physical and emotional classroom environment that is conducive to learning and maximises the performance and wellbeing of students.	
Teaching students, using instructional strategies and techniques that will maximise student learning.	
Addressing individual student needs, so as to enable each one to reach their full potential	
Evaluating student performance, and utilising the information gained, to maximise performance against international benchmarks	
Ensuring the health and safety of students at all times	
Planning and Organizing	
Clarifying goals and objectives	
Identifying resource requirements	
Agreeing roles and responsibilities	
Planning time-scales and deadlines	
Using project management tools	
Agreeing how progress will be tracked or measured	
Developing contingency plans	
Managing time	
Relationship Building	

Listening attentively	
Responding appropriately to what has been said	

Affirming others	
Resolving conflict	
Degree in relevant discipline	
Experience in this role	
Successful track record as a teacher in international, public or independent schools	
Extensive knowledge and profound expertise in best practice of instruction and assessment	
Depth of experience in delivering a track record of supporting good student performance	
Expertise in coaching and mentoring staff; with delivery of professional development preferred	

9b. Interview Checklist

Name of Candidate and Position:

Name of interviewer:

Interview date:

Competency	Indicator Behaviors (check if seen)	Comments
Personal Integrity	<input type="checkbox"/> Uses principles or ethical values to determine appropriate behaviors in a given situation <input type="checkbox"/> Adjusts own behaviors in order to conform to ethical or professional standards <input type="checkbox"/> Keeps commitments and promises <input type="checkbox"/> Expresses discomfort if they have not been able to behave in a way consistent with their commitments or principles <input type="checkbox"/> Takes action to 'put things right' <input type="checkbox"/> Maintains high professional and/or personal standards in situations where there is pressure to compromise or 'no one is looking' <input type="checkbox"/> Demonstrates concern to 'do the right thing'	
Emotional Resourcefulness	<input type="checkbox"/> Is able to think and act effectively despite experiencing an internal emotional reaction <input type="checkbox"/> Maintains his or her capacity to clearly articulate (thoughts or feelings) in a stressful situation <input type="checkbox"/> Remains physically calm when under pressure or stress (not showing undue physical signs of stress e.g. shaking hands, stammering, sweating etc) <input type="checkbox"/> Takes time to think before acting on impulse or following 'gut reaction'	

	<ul style="list-style-type: none"> <input type="checkbox"/> Is able to express emotion in an appropriate manner and at an appropriate time and place <input type="checkbox"/> Develops and acts on a strategy for overcoming an obstacle, problem or difficulty <input type="checkbox"/> Remains patient with others despite experiencing an internal reaction (e.g. irritation) <input type="checkbox"/> Seeks assistance on reaching the limits of own strength or abilities - or says 'no' <input type="checkbox"/> Sets appropriate personal boundaries if necessary 	
Ability to Learn	<ul style="list-style-type: none"> <input type="checkbox"/> Reflects on and reviews personal performance; is aware of and open to information pertaining to personal performance <input type="checkbox"/> Able to describe and evaluate the effectiveness of his/her performance in a particular situation <input type="checkbox"/> Takes responsibility for the outcomes of own actions <input type="checkbox"/> Able to identify skills or knowledge that he or she needs or would like to acquire <input type="checkbox"/> Is willing to act on advice or corrective feedback from others <input type="checkbox"/> Able to describe personal changes which he or she has made and stuck with <input type="checkbox"/> Able to describe things he or she has learned and put into practice <input type="checkbox"/> Takes initiative to seek out new knowledge or insights <input type="checkbox"/> Flexibly adjusts strategy and approach in order to gain better outcomes 	
Logical & Forward Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Breaks a complex problem down into manageable pieces <input type="checkbox"/> Diagnoses the root cause of a problem by determining cause-and-effect <input type="checkbox"/> Develops a plan which contains a logical sequence of events <input type="checkbox"/> Anticipates the consequences of a course of action <input type="checkbox"/> Develops and uses clear criteria for guiding actions and decisions <input type="checkbox"/> Presents information in a logical order <input type="checkbox"/> Summarises complex information into a logical presentation 	
Conceptual Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a conceptual framework, principle, or broad perspective to relate an issue to the larger picture <input type="checkbox"/> Makes a connection or notes a pattern between facts or events not readily obvious <input type="checkbox"/> Relates different pieces of information and recognises themes <input type="checkbox"/> Able to describe a pattern so as to communicate the meaning of a concept or idea 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Able to bring insight to what is happening by applying principles, theories or concepts to the situation <input type="checkbox"/> Identifies key factors or issues in a complex problem or situation 	
Creative Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Produces imaginative or unique work or responses to problems <input type="checkbox"/> Originates new ideas or alternatives to conventional thinking <input type="checkbox"/> Produces novel ideas to modify or improve the way things are currently done <input type="checkbox"/> Develops new approaches to improve or replace existing procedures or systems <input type="checkbox"/> Generates alternatives before settling on a solution to a problem 	
Strategic Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Able to describe the relationship between his/her project, team or organization and the wider environment <input type="checkbox"/> Develops a sense of purpose or vision (if appropriate, by applying the organization's vision and purpose) to develop long term goals and strategies <input type="checkbox"/> Develops long term and/or strategic level plans <input type="checkbox"/> Considers the future needs of teams, departments and organisations <input type="checkbox"/> Thinks about how present policies, processes and methods might be affected by future developments and trends 	
Proactivity	<ul style="list-style-type: none"> <input type="checkbox"/> Takes ownership of personal choices and the consequences that have arisen from them <input type="checkbox"/> Develops alternative strategies in order to overcome obstacles, problems or difficulties <input type="checkbox"/> Acts before being forced to by events; initiates action without having to be told to <input type="checkbox"/> Does something new; introduces changes in direction, policy or procedure <input type="checkbox"/> Seizes opportunities; taking a calculated risk if appropriate <input type="checkbox"/> Seeks out information relevant to a situation or task 	
Concern for Standards	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses work or current practise against a standard of excellence <input type="checkbox"/> Reports a feeling of dissatisfaction if current reality falls below the desired standard of excellence <input type="checkbox"/> Ensures that standards are set and improved when necessary <input type="checkbox"/> Looks for ways of improving current practice <input type="checkbox"/> Takes action to ensure that work will meet high standards 	

Results Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> Translates strategy into practical action <input type="checkbox"/> Is able to describe goals in clear language <input type="checkbox"/> Expresses passion or enthusiasm for a goal <input type="checkbox"/> Keeps the goal firmly in mind, drawing others back to it if necessary <input type="checkbox"/> Checks to ensure that progress is being made and that results will be achieved on time <input type="checkbox"/> Plans ahead, bringing together people and/or material resources, in order to accomplish goals <input type="checkbox"/> Delegates work to others, making outcomes and expectations clear <input type="checkbox"/> Devotes significant time and effort to accomplish something; working long hours if necessary <input type="checkbox"/> Persists and perseveres despite tiredness, discouragement, or obstacles 	
Flexibility Towards Circumstances	<ul style="list-style-type: none"> <input type="checkbox"/> Lays aside his or her own preconceptions or beliefs in order to consider alternative information <input type="checkbox"/> Adapts expectations, plans or actions to fit changing circumstances, demands or new information <input type="checkbox"/> Finds ways to work around frustration or obstacles (does not give up) <input type="checkbox"/> Adapts to a variety of working situations and standards of living <input type="checkbox"/> Willing to work odd hours / long hours when circumstances justifiably demand it <input type="checkbox"/> Takes initiative in acquiring new skills and techniques in order to respond effectively to changing circumstances or demands 	
Thoroughness	<ul style="list-style-type: none"> <input type="checkbox"/> Able to define and communicate the detail of a task <input type="checkbox"/> Expresses concern about fine details of presentation, or compliance with standards, that other people might overlook <input type="checkbox"/> Ensures that all steps in a task or procedure are carried out fully and well <input type="checkbox"/> Checks work for errors or omissions <input type="checkbox"/> Finishes tasks which have been started <input type="checkbox"/> Checks that information is correct before using it or passing it on <input type="checkbox"/> Remembers, accurately records, or organizes detailed information in order to retrieve it efficiently 	
Understanding Others	<ul style="list-style-type: none"> <input type="checkbox"/> Listens while others speak and is able to recall the main points of what was said <input type="checkbox"/> Is able to describe someone else's viewpoint even when it is different from or conflicts with his/her own <input type="checkbox"/> Expresses appreciation for, or understanding of, the differing views, attitudes or behaviors of others 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Is alert to the small clues which might hint at, or reveal, the interests, concerns, moods or feelings of others <input type="checkbox"/> Takes initiative to discover the interests, concerns or feelings of others <input type="checkbox"/> Speaks respectfully concerning people of different races, creeds, customs, social background or gender 	
Flexibility Towards Others	<ul style="list-style-type: none"> <input type="checkbox"/> Considers in advance the impact of actions on others and adjusts actions in order to influence <input type="checkbox"/> Adjusts own behaviours in order to address the concerns of others (spoken or unspoken) <input type="checkbox"/> Modifies words, activities, language and actions according to the likely reactions of others <input type="checkbox"/> Considers alternative ways of behaving or communicating and chooses the most appropriate <input type="checkbox"/> Intentionally acts to maintain people's self-esteem in situations of criticism, disagreement or discipline <input type="checkbox"/> Deliberately lays aside his or her own needs or wants in order to meet the needs of others 	
Service Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> Reports a feeling of satisfaction when he or she has been successful in helping another <input type="checkbox"/> Plans his or her work in order to give maximum benefit to others <input type="checkbox"/> Discerns the needs of others and acts to meet those needs <input type="checkbox"/> Takes the initiative to assist or help others <input type="checkbox"/> Acts to help others, even in situations where there is personal cost for doing so <input type="checkbox"/> Talks about the importance of providing good customer service, demonstrating commitment to customer service values 	
Development Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> Takes action with the deliberate intention of empowering or enabling others <input type="checkbox"/> Expresses satisfaction when other people learn, develop or increase in capability as a result of their support <input type="checkbox"/> Identifies gifts, abilities or potential in others to provide opportunity for personal growth <input type="checkbox"/> Gives performance feedback to others with the intention of helping them to reach their full potential <input type="checkbox"/> Aims to make training, expert help and other resources available to others in order to help others develop <input type="checkbox"/> Affirms others in order to increase their self-esteem <input type="checkbox"/> Uses mistakes as learning opportunities <input type="checkbox"/> Takes initiative in passing on his/her own skills and knowledge 	

Assertiveness	<ul style="list-style-type: none"> <input type="checkbox"/> Takes a stand on critical issues <input type="checkbox"/> Surfaces problems openly with others despite opposition <input type="checkbox"/> Openly tests or questions the opinions or positions of others <input type="checkbox"/> Is prepared to disagree with others if necessary <input type="checkbox"/> Encourages others to do something that they are unwilling or reluctant to do <input type="checkbox"/> Willing to follow own conviction despite resistance or threat <input type="checkbox"/> Is able to direct others assertively in a crisis situation, giving orders or commands if necessary. 	
Effective Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Speaks confidently and enthusiastically (both one-to-one and in front of a group) <input type="checkbox"/> Communicates his/her vision, ideas, plans, thoughts or feelings in a way that is appealing to others <input type="checkbox"/> Considers what information might be helpful or interesting to another person and acts to convey it to them <input type="checkbox"/> Checks that the other person has understood and repeats, rephrases or uses another strategy if necessary <input type="checkbox"/> Uses examples, analogies or visual aids to enable others to understand <input type="checkbox"/> Speaks enthusiastically concerning ideas or information which he or she is seeking to convey <input type="checkbox"/> Adjusts the presentation of information in order to communicate more effectively 	
Leadership Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> Speaks enthusiastically about work he or she is involved in <input type="checkbox"/> Able to make and follow-through with a decision (even in situations where all options have flaws or difficulties associated with them) <input type="checkbox"/> Communicates his/her vision, ideas, plans, thoughts or feelings <input type="checkbox"/> Affirms others by describing how they can/do contribute to achievement of the vision or plan <input type="checkbox"/> Speaks confidently concerning future plans and the likelihood of success <input type="checkbox"/> Acts as a role model by behaving in a way that is consistent with spoken values 	
Team Management Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks to promote harmonious relationships between others <input type="checkbox"/> Expresses discomfort when someone else is isolated, withdrawn, or failing to participate <input type="checkbox"/> Takes initiative to encourage active participation and involvement of others <input type="checkbox"/> Encourages individuals or separate teams to co- 	

<input type="checkbox"/> Takes initiative in establishing relationships both within and outside the group <input type="checkbox"/> Takes the initiative in establishing a set of shared values with others <input type="checkbox"/> Defines work relationships or group structure in order to promote effective teamwork	
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9C. UPPER GRADE LEVEL TEACHER

Teachers are responsible for planning, preparing and delivering high standards of instruction that result in ever-increasing student performance against international benchmarks. They are also responsible for creating a physical and emotional environment for students that is safe, supportive, motivating and in all ways conducive to learning.

REPORTS TO: PRINCIPAL

SUPERVISES: TEACHER ASSISTANT (AS APPROPRIATE)

PERFORMANCE RESPONSIBILITIES

1. Planning & Preparation

To plan and prepare lessons that will engage students and meet curriculum targets.

Including but not limited to:

- Giving attention to continuing professional development; keeping abreast of developments in both the subject area specialty and in instructional techniques
- Articulating high level learning goals that are related to the curriculum framework and standards
- Developing clear assessment criteria and standards that are understood by students
- Acquiring, developing or creating unit plans and teaching materials that will engage students and develop their understanding while meeting instructional goals in a structured fashion
- Adapting teaching plans/materials to take into account the needs of individual students, class dynamics and as a result of reflections on previous lessons / units
- Preparing materials in advance and organizing classroom resources efficiently
- Assisting with curriculum development as requested by the Principal.
- Taking part in staff meetings, unit reflections and self-studies as requested by the Principal.

2. Managing the Classroom Environment

To create a physical and emotional classroom environment that is conducive to learning and maximises the performance and wellbeing of students. Including, but not limited to:

- Creating a social environment that is highly respectful, reflecting genuine warmth and caring towards individuals; role modelling appropriate behavior personally, and coaching students

to develop their behavior

- Maintaining a professional role while being friendly towards students
- Expressing a genuine enthusiasm for the subject and its content; taking pleasure in teaching
- Managing classroom routines and procedures to maximize the amount of time spent learning and limit delays and disruptions
- Proactively preventing bad behavior by involving students in agreeing standards of behavior; noticing bad (or borderline) behavior and coaching students in how to improve
- Dealing firmly, fairly and respectfully with discipline issues; using techniques that will develop the self-discipline of students (e.g. natural or logical consequences) and in all cases following the school disciplinary policy
- Creating a physical work environment that is conducive to learning and appropriate for the maturity and interests of the students (e.g. displays and seating arrangements)

To ensure the health and safety of students at all times. Including, but not limited to:

- Constantly monitoring and being alert to potential health or safety hazards; taking swift corrective action as necessary
- Ensuring awareness of best practice in first aid; participating in refresher training as requested
- Ensuring that students wear protective clothing as appropriate (e.g. goggles, gloves, hats)
- Ensuring that students behave safely at all times; taking swift corrective action if necessary

3. *Managing Learning*

To teach students, using instructional strategies and techniques that will maximize student learning. Including, but not limited to:

- Meeting and instructing assigned classes at locations and times designated; including one after-school activity per semester
- Introducing new content & vocabulary, communicating clearly and accurately, anticipating possible student misconceptions and ensuring understanding for all
- Using a variety of instructional techniques that will enhance the understanding, thinking and life skills of students, for example:
 - Making comparisons & contrasts, analogies and metaphors and carrying out classifying activities
 - Developing students' summarizing and note-taking skills
 - Setting well-co-ordinated homework and/or practice assignments, evaluating homework against pre-set criteria, and giving meaningful feedback to students
 - Using graphic organizers, kinaesthetic and visual representations of information in order to enhance the learning of all and accommodate individual learning styles
 - Using co-operative and group learning techniques
 - Generating and testing hypotheses
 - Using questioning and discussion techniques to stimulate student involvement and develop higher level thinking skills
- Ensuring that every student is fully engaged at all times; using activities, materials, and variations of pace and structure to stimulate enjoyment of the class time
- Using Information and Communication Technology as a tool for enhancing learning, including:
 - Personally keeping up to date with developments in technology
 - Incorporating learning of appropriate technology skills into lessons
 - Using information and communication technology as tools to make curriculum delivery more

effective

- Reflecting on each lesson, taking note of opportunities for improvement and generating alternative strategies to ensure continuous improvement of instructional technique
- Ensuring compliance with the accreditation standards of the school.

3. *Supporting Individual Students*

To monitor and address individual student needs, so as to enable each one to reach their full potential. Including, but not limited to:

- Acquiring a thorough knowledge of each individual student (their backgrounds, skills and interests) and using that knowledge to plan for individual student learning
- Liaising with parents to receive feedback and also to develop strategies for assisting students as required; communicating sensitively and respectfully at all times
- Using a variety of strategies to encourage students to reach their full potential, for example:
 - Expressing high expectations and confident belief in the abilities of each individual
 - Developing classroom routines and tools for reinforcing effort and providing recognition
 - Facilitating students to set individual learning goals and helping them to develop strategies for achieving their goals
 - Providing feedback to students in a consistent, specific and timely fashion, using language and style that will enable them to accept the feedback and use it to make improvements in their learning
 - Following up with the student, parents and appropriate advisors if targets are not met
 - Developing strategies for differentiating learning and responding to the differing ability levels and learning styles of students
- Responding to individual interests and questions; making lesson adjustments as necessary to ensure the success of all students
- Taking action to support individual students with particular needs and concerns:
 - Liaising with Student Services in order to support students with poor performance / learning difficulties / language difficulties
 - Liaising with Instructional Coordinators / Optimal Learning Coordinators to develop strategies for extending high performers
 - Acting as an advisor to address pastoral issues; encouraging students to visit Student Services if the need seems severe; reporting to Principal instantly if any illegal activities are suspected

4. *Professional Responsibilities*

To evaluate student performance, and utilize the information gained, to maximise performance against international benchmarks. Including, but not limited to:

- Keeping well organized and accurate records of student performance; involving students in record keeping if possible
- Evaluating the performance of students against internal and international benchmarks
- Providing students and parents with timely, frequent and specific feedback
- Preparing for and participating in student / parent conferences
- Reviewing the results of student assessment; taking corrective action as necessary to generate continuous improvement in student performance

If appropriate, to manage the Teacher Assistant (TA) in a way that motivates excellent performance and stimulates professional development. Including, but not limited to:

- Giving purposeful assignments to the TA; ensuring that he or she is fully aware of the standards and success criteria that pertain to the work
- Managing the performance of the TA, giving support and encouragement wherever possible and giving coaching and advice in order to develop / improve; reporting any difficulties to the Principal

To proactively contribute to the success of the school. Including but not limited to:

- Assisting with accreditation and authorization activities as requested
- Taking initiative to 'sell' the school to existing and potential parents and members of the wider community.
- Diplomatically standing up for the school in instances of criticism (and bringing any learning back to the school so that swift corrective action can be taken if needs be)
- Delivering professional development training to others as requested the Principal or Department Chair.
- Generating ideas for extracurricular activities and participating in the program as agreed with the Director of Sports & Activities
- At all times behaving according to the highest standards of professionalism

Carrying out other duties as requested by the Principal or Head of School

ACCOUNTABILITY

Teachers are responsible to the Principal for performance. Regular observation and performance appraisals conducted by the Principal, performance of students against benchmark assessments and feedback from parents and students are the main means of assessing performance.

The job holder is also expected to comply with the policies and procedures of the School following procedures are particularly important for this role:

- Teaching
- Discipline & Social Environment
- Field Trips, Sporting events and Off Campus Activities
- After School Activities & Clubs
- Evaluation of Student Performance
- Individual Student Support
- Staff and HR Administration
- Health & Safety

RECRUITMENT CRITERIA

Education and Aptitude:

- Teaching diploma or certificate
- Degree appropriate to the subject area specialty (masters or doctorate preferred); must have a major or minor in the subject to be taught

Job related experience and knowledge:

- Previous teaching experience

- Genuine enthusiasm for teaching as a profession and for working with children / young people
- Genuine enthusiasm for their subject area specialty.

Time required in job to reach effective performance:

- Probation period – 6 months
- Time to reach full effectiveness – 5 years

COMPETENCIES

Essential Character: <ul style="list-style-type: none"> • Personal integrity • Emotional resourcefulness • Ability to learn • Logical / forward thinking • Verbal reasoning • Results orientation • Understanding others • Flexibility towards others • Proactivity • Development orientation • Effective communication 	Essential Skills: <ul style="list-style-type: none"> • Communication skills • First aid • Information technology • Managing classroom / student environment • Managing learning • Planning and preparing instruction • Relationship building • Supporting individual students 	Preferred competencies: <ul style="list-style-type: none"> • Conceptual thinking • Creative thinking • Assertiveness
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ACCOUNTABILITY

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- Teaching
- Discipline and Social Environment
- Field Trips, Sporting events and Off Campus Activities
- After School Activities and Clubs
- Evaluation of Student Performance
- Individual Student Support
- Staff and HR Administration
- Health & Safety

9d. Personal and Emergency Details

Name: _____

Position: _____

Name of Spouse: _____

Name(s) of Child(ren): _____

Address of record: _____

Home Phone #: _____

Mobile Phone #: _____

Email Address (Private): _____

Birth Date (Month/Day/Year): _____

Nationality: _____

Permanent Home Address: _____

EMERGENCY INFORMATION

Contact Person # 1 – Name: _____

Relationship: _____

Country of Residence: _____

Phone # 1: _____

Additional Phone #: _____

Address: _____

Email Address: _____

Contact Person # 2 – Name: _____

Relationship: _____

Country of Residence: _____

Phone # 1: _____

Additional Phone #: _____

Address: _____

Email Address: _____

10. Staff Code of Conduct

In providing professional service services to the school, all staff members should maintain positive ethical behavior and standards. This includes, but is not limited to, fulfilling the responsibilities for which they are employed and adhering to the philosophy, objectives, and established policies of the school.

Staff should work together and with the administration and owners to achieve the goals of the school. Staff should adhere to the school schedule, coming fully prepared to carry out their duties completely. Staff should attend all scheduled meetings and assigned duties on time, and send an excuse when circumstances make attendance impossible. Staff should maintain appropriate confidentiality regarding work-related matters. Staff should do nothing to violate the educational character of the school. All staff members will be required to sign the following staff Code of Conduct agreement:

- **Child Protection:** Staff, contractors and volunteers are expected to do everything within their power to protect the physical and emotional wellbeing of our students. Romantic or sexual activity between staff members, contractor or volunteer and a student is expressly forbidden.
- **Care of Resources:** Staff, contractors and volunteers are expected to safeguard the financial and physical resources of the school. This includes transparency and integrity in all financial transactions. Theft, fraud and malicious damage to school property are expressly forbidden.
- **Health and Safety:** Staff, contractors and volunteers are expected to be proactive in identifying and reducing health and safety risks school-wide and particularly for the activities which they supervise. It is expressly forbidden to intentionally engage in a prohibited dangerous activity while on school business, or to fail to take risk-reduction measures that have been identified (e.g. to fail to wear or issue safety equipment).
- **Integrity:** No staff member, contractor or volunteer should be involved in awarding grades, benefits or contracts to any person with whom they have financial, family or personal interests; the obligation rests with the individual to declare any such conflict of interests to his/her line supervisor to withdraw. Staff, contractors and volunteers are expressly forbidden from accepting, soliciting, requesting or implying expectations of payment, gifts or sexual favors in exchange for awarding grades, benefits or contracts.
- **Drugs and Alcoholic Drink:** It is a disciplinary offense to be at work while under the influence of alcohol or drugs not medically prescribed. Smoking on campus and while on school business is prohibited. Being in possession of, or using, distributing or selling illegal substances is expressly forbidden on school premises or while on school business. The conviction of an employee on drug related charges will result in dismissal.
- **Dignity and Respect:** The school recognizes that every individual has a right to be treated with dignity and respect. Therefore, any proven instances of harassment, exploitation or abuse will be treated as gross misconduct. School discrimination may include, but are not limited to: making grading, employment or benefits decisions based on race, gender, religion, color, national or ethnic origin, language, marital status, birth, sexual orientation, age, disability or political conviction.
- **Duty to report:** It is the duty of all staff, contractors and volunteers who become aware of any breaches of the Code to report this immediately, either through their line supervisor or, if not appropriate, to the Head of School. Employees, contractors, volunteers and supervisors must ensure that all information about breaches of the Code is handled with the utmost discretion.

I have read and agree to abide by the above Code of Conduct:

Date: _____

11 .Staff Training and Development

Schools should be committed to enhancing the professional competence and personal wellbeing of the staff. This benefits each member of staff, by enabling them to make personal progress and gain desirable qualifications. It also benefits the school by providing an increasingly competent and motivated workforce. Staff Training and Development should be seen in the context of our shared desire to maximize the learning and development of our students, learning to be the best we can be on their behalf. Training and Development falls into the following general categories:

Induction Training

Every effort is made to recruit staff that possess all of the personal qualities and skills that are necessary to do their jobs fully and well. However, new staff may still benefit from the following, depending on their previous exposure:

- Cultural training (e.g. introduction to school ethos or an international school, depending on their starting point)
- Curriculum specific to the school
- Awareness of school policies and procedures, including Health and Safety orientation
- Support in acquiring the ‘insider knowledge’ necessary to carry out their work (e.g. location of supplies and facilities; who to contact for assistance etc.)
- Training in certain core skills that we are aware all staff in the school require, for instance, relationship building and communication skills

Performance Improvement Training

The school encourages commitment to ongoing learning and continuous improvement, so that we can do the best possible job on behalf of our students. The desire to improve performance should not be seen as something negative (i.e. the individual is doing a bad job and must be remediated) rather, it should be seen as a positive effort to be the best that we can be.

The Performance Appraisal process is the main means by which performance improvement needs are identified. Details of this process may be found in section 14. In summary, the member of staff, together with the supervisor, review performance over the past year and identify areas for growth and development.

Performance improvement needs must be carefully analyzed to ensure that training is the appropriate solution. Many times, the individual simply needs coaching, resources or some other assistance in order to make the desired improvement.

Strategic Training

It is necessary to equip staff with the skills and knowledge necessary to accomplish the strategic plans of the school, especially if there is some strategic change, or a major goal which we must work as a team to accomplish.

In order to determine strategic training needs, an analysis is carried out to determine what staff needs to do differently compared to what they are currently doing, and what helps and hinders them from making the change. Training can then be designed to help bridge the gap – often at an emotional level as well as in terms of skills and knowledge.

Personal Development

All staff are encouraged to keep updated of developments in their chosen field, to pursue additional qualifications that will enable them to develop their careers, and to acquire new learning that will enhance their personal wellbeing. Obviously, there is an advantage to the school to have staff growing, developing and becoming more competent. However, to a certain extent, it is the member of staff who receives the greatest benefit from this form of training.

Consequently, a negotiation needs to take place in order to determine the level of support that the

school will give to personal development training. The school will give a greater degree of support if the learning activity will have a direct impact on the individual's ability to perform in his/her current role.

Principles and Guidelines

School sponsored training must have a direct impact on the school program. In other words, that we must aim to demonstrate a return on investment for any training that is received.

We must, therefore, show...

- before giving training, that it is **necessary** for individual or organizational effectiveness or wellbeing
- after giving training, that the training has been **effective** in producing the desired improvements
- The following guidelines will help to ensure this:
 - Training should only be given following a thorough analysis of training needs. A training need is identified when an individual needs to acquire additional skills or knowledge in order to perform a particular task to standards of excellence, or to function effectively in a particular setting.
 - Training should be given as a result of agreement between the supervisor and member of staff. Supervisors should not expect individuals to go through training that they are not motivated to learn from (although this may affect the outcome of the performance appraisal) individuals should not expect the school to pay for training which gives no benefit to the organization. On occasion, consensus may need to be reached, especially when a supervisor can see a training need which the individual is not aware.
 - Training programs should allow for maximum possible tailoring to individual needs and personal constraints and priorities.
 - A major aim of training is to help people do their jobs better, and we should be prepared to use whatever training resources are most cost-effective in accomplishing this. On occasion, this may be external coursework or a workshop, however, personalized self-study accompanied by coaching is also recognized as an effective, and equally valid, means of skill acquisition.
 - Supervisors must be actively involved in following up after training in order to measure the return on investment. There should be demonstrable and measureable evidence which indicate desired performance improvements are actually made. This requires a commitment from supervisors for coaching and positive re-enforcement of learning.
 - Training and development opportunities should encourage equality of access for all staff

Procedures

Strategic Staff Development

6. The Head of School and Board develop the school strategic plan; HR implications are discussed as part of the planning process. The strategic planning process is described in the procedures for Strategic and Operational Planning – section 18.
7. The Head of School informs the Human Resources Manager of any training required to support the strategic plan. In particular, the Head of School articulates the 'gap' between the current behavior of staff and the desired behavior of staff; and what strategic impact is anticipated as a result of the hoped- for behavior change. If possible, measures should be identified, so that the impact of any training and development activities can be tracked.
8. The Human Resources Manager determines which staff are affected by each Strategic Development Need and develops an appropriate strategy to bring about the desired behavior change. Some guidelines on bringing about organizational change may be found in Appendix 1, which

follows this text. The strategy may include:

- Analysis of the factors which might help or hinder the change, along with a plan to maximise ‘helping factors’ and overcome ‘hindrances’
 - A communication plan or educational campaign to raise staff awareness of the Strategic Development Need and of any learning goals that are being requested of them personally
 - Development of a team of ‘Change Leaders’ – staff who might influence, coach or support others in making the change
 - Clarification of the role of supervisors in supporting the desired change, along with a plan for communicating with, influencing and supporting supervisors to facilitate the change
 - Identification of existing training or educational resources which will develop the desired behaviors in staff.
 - Development of new training or educational resources which will develop the desired behaviors to staff. The Human Resources Manager may delegate the development of appropriate resources to other members of staff, or to an external consultant, as appropriate.
9. The Human Resources Manager draws up a plan and budget for Strategic Staff Development and carries this forward into the overall Annual Staff Training Plan, which is submitted to the Head of School for approval in the first few weeks of the academic year (August).
 10. The Human Resources Manager should endeavor to select training and development strategies that will bring about the desired behavior changes in the most cost-effective manner possible. Generally speaking, off-site courses are expensive, so alternative options should be considered; some examples of training and development options may be found in Appendix 2, which follows this text.
 11. The Human Resources Manager implements approved plans or adjusts plans to accommodate feedback from the approval process and re-submits.

Performance Development

1. Supervisors carry out Performance Appraisals with members of staff before the 15th April. Details of this process may be found in section 14. Various tools are available to support the analysis of personal strengths and development needs:
 - During the Performance Appraisal there is a discussion of progress against goals that were set during the year, and an analysis of how well the member of staff carries out the responsibilities of their job description. This discussion naturally leads into an analysis of the strengths and development needs of the member of staff.
 - Teaching staff have a range of tools which may be found in the Ensuring Excellent Teaching Standards - section 14b. These include the Teacher Performance Standards, which are criterion referenced to support objective analysis of performance and the Learning Snapshot which is a feedback form for use during classroom observations.
 - All staff may use the Development Needs Analysis, (following this text) which is a document template that can be used to generate a questionnaire to assess the essential skills listed on the member of staff’s job description.

Once development needs are identified, careful analysis is needed to ensure that training is the appropriate solution. Many times, the individual simply needs coaching, resources or some other assistance in order to make the desired improvement.

2. Supervisors collate the training needs of all members of their team and pass a written summary to the Human Resources Manager before the end of May. The summary should give an indication of the priority / urgency of requests and may list any specific resources or courses that are being requested.
3. The Human Resources Manager draws up a plan and budget for Performance Development

Training and carries this forward into the overall Annual Staff Training Plan, which is submitted to the Head of School for approval in the first few weeks of the academic year (August).

The Human Resources Manager should endeavor to select training and development strategies that will bring about the desired performance improvements in the most cost-effective manner possible. Generally speaking, off-site courses are expensive, so alternative options should be considered; some examples of training and development options may be found in Appendix 2 at the end of this text.

4. The Human Resources Manager will implement approved plans or adjusts plans to accommodate feedback from the approval process and re-submits.
5. If a substantial investment of school funds is being made, individual members of staff may be required to sign a *Training Contract*. This commits the member of staff to work for the school for a specified period of time. The professional development fees invested in the member of staff must be returned if the member of staff breaches the contract.
6. Following successful completion of the training or development activity, members of staff should present their certificate or end-of-course paperwork to the Human Resources Manager in order for their training record to be updated. They may be requested to complete a form evaluating the activity.

Personal Development

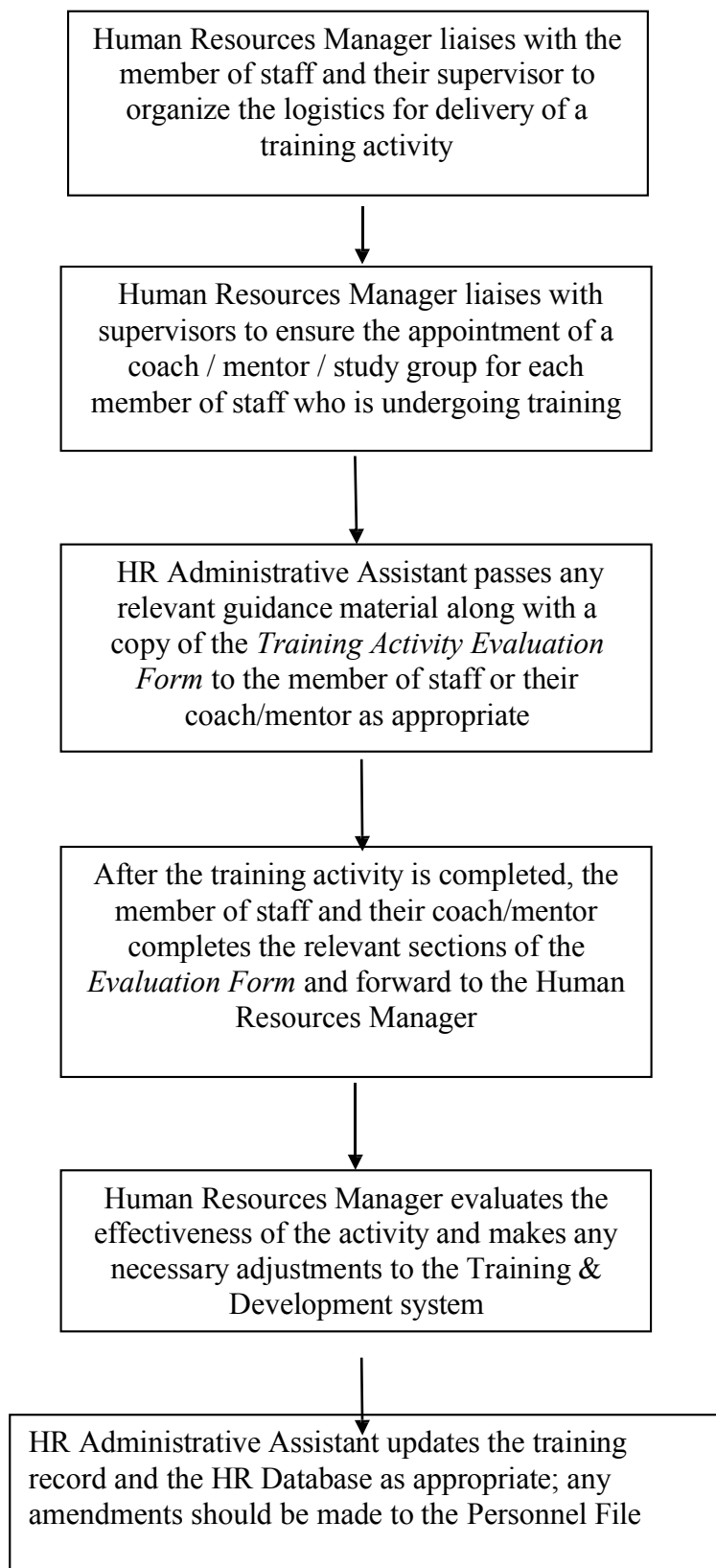
1. Staff requesting assistance with personal development should complete the Personal Development Request for Assistance form and pass it to their supervisor before the 1st March.
2. The member of staff's supervisor reviews the request and makes a judgement concerning the extent to which the school will benefit from the member of staff receiving the requested training. If the learning activity will have a direct impact on the individual's ability to perform in their current role, the school will aim to be as supportive as possible, perhaps paying much of the fee and requesting that the individual gives up their own time for study. If the learning activity will not have a significant impact on the individual's ability to perform in their current role, the level of support might be less. The Human Resources Manager may be consulted as necessary.
3. Supervisors collate the training needs of all members of their team and pass a written summary to the Human Resources Supervisor before the end of May. The summary should articulate why the supervisor believes a particular member of staff's request for development assistance should be granted.
4. The Human Resources Manager considers all of the Professional Development Requests for Assistance and seeks to support as many as possible within the constraints of the budget. An effort should be made to give equal opportunities to all staff at all levels in the organization, and discrimination or bias is to be avoided.
5. The Human Resources Manager draws up a plan and budget for Professional Development Training and carries this forward into the overall Annual Staff Training Plan, which is submitted to the Head of School for approval in the first few weeks of the academic year (August).
6. The Human Resources Manager informs individual staff and their supervisors of the outcome of requests for personal development assistance in September. The individual member of staff are responsible for making the logistical arrangements associated with their request.
7. If a substantial investment of school funds is being made, individual members of staff may be required to sign a *Training Contract*, which commits the member of staff to work for the school for a specified period of time. The personal development fees invested in the member of staff must be returned if the member of staff breaches the contract.

Delivery of Training & Development Activities

1. The Human Resources Manager with the HR Administrative Assistant, arranges the logistics for delivery of the training and development activities that have been articulated in the Annual

Staff Training Plan. This may include:

- Ensuring that supervisors and staff have worked together to clearly articulate learning goals in advance of the training or development activity
 - Liaising with the staff who will engage in a training or development activity and their supervisors in order to determine time availability and any other constraints
 - Briefing staff and their supervisors on any expectations (e.g. if the supervisor is expected to provide coaching support, if the member of staff are expected to study on own time.
 - Ordering training resources from suppliers (e.g. books, CD ROMs, on-line courses)
 - Managing the library of training resources, including organizing and storing resources, issuing resources, following up to ensure timely return etc.
 - Determining dates and locations of off-site courses and negotiating release time with staff and their supervisors; liaising with the Operations and Business Administrative Assistant to make travel arrangements
 - Organizing a schedule of in-house training, including agreeing facilitators, booking venues, producing materials, acquiring resources etc.
 - Communicating and following up with staff to ensure that scheduled training and development activities are carried out
2. The Human Resources Manager ensures that staff who are undergoing training or development activities will receive coaching support in follow-up. This may be provided by their line-supervisor or may be from a senior member of staff acting as a mentor. Supervisors or Mentors may need to be provided with training or advice in how to act as a coach.
 3. The Human Resources Manager ensures that training and development activities are evaluated in order to ensure that:
 - The content of training courses or development activities represents best practice and is in line with the culture / procedures / reality of the school
 - Training courses or development activities are delivered according to best practice in instructional technique for adult learners
 - Training courses or development activities have been effective in supporting the learning goals of the member of staff concerned
 - Training courses or development activities have been effective in supporting the strategic goals of the school
 - The portfolio of training courses and development activities is updated and continuously improved as a result of these evaluations
 4. After a training or development activity has been successfully completed, The Human Resources Manager updates the training record of the member of staff concerned. A certificate may be issued at the request of the member of staff. If qualifications have been obtained, the HR Administrative Assistant is informed in order to update the personnel file.
 5. The HR Administrative Assistant prints out and issues their individual training record to each member of staff who is leaving. Records of individual members of staff may be issued to them at their request, or to their supervisor, or to members of the Executive Management Team. Otherwise they should be treated as confidential.

Staff Training & Development Delivery of Training Activities:

APPENDIX 1: SUPPORTING ORGANIZATIONAL CHANGE

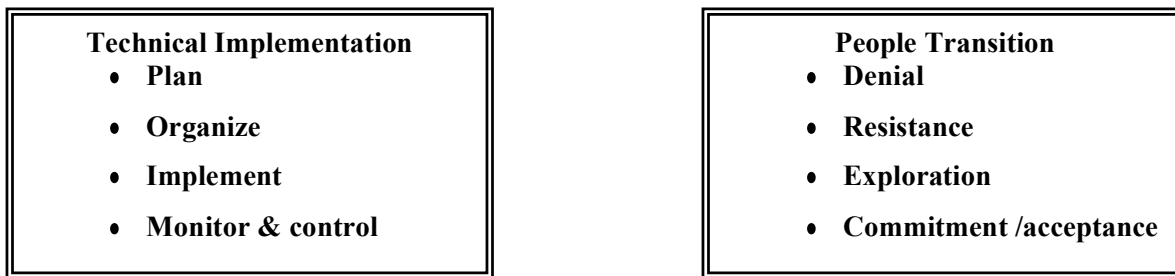
We often set out to implement changes, in good faith that an excellent solution to a problem, or an innovative idea, will ‘speak for itself’. We expect that people will be able to see that our product is good, and that they will automatically want to use it.

For instance, a supervisor might deploy a team of experts to come up with a new computer system; the resultant tool is state of the art and really sophisticated. It was designed to help a particular group of staff and yet they are unwilling to actually use it.

Or a management team develops a new organization strategy and supports it with a re-structure. The thinking is sound and designed to bring in massive improvements in effectiveness. The staff has been briefed about their new job descriptions and yet they fail to actually carry them out. As a result, the strategy is not implemented.

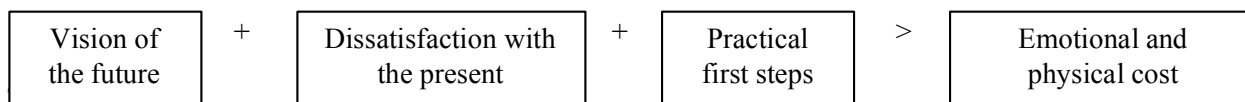
In order to manage change effectively, we need to give attention to two parallel streams of activity: the technical implementation and the people transition. Very often, supervisors focus all their efforts onto coming up with a good technical solution to a problem, or an exciting innovation, and neglect the people transition which must be managed if the technical solution is to be implemented.

Experience shows that a team can do the research and come up with a new organization structure in around six months. However, getting the team to move into the new job roles, and managing the ‘fall-out’ from any changes, usually takes two to three years. You may be aiming for a different type of change, but you are likely to see the same kind of time-differential between how long is needed to make physical, practical changes, and how long is needed for the people involved to make the emotional transition into the new ways of working.



THE CHANGE EQUATION

The change equation shown below can help us to understand what needs to take place in order for people make a transition:



The vision of the future, plus dissatisfaction with the way things are currently, plus practical and achievable first steps must outweigh the perceived emotional and physical cost of making the change.

- The emotional cost of the change includes all the pain of leaving the status quo, and the loss of ‘needs satisfiers’ which are found in the current environment.
- The physical cost of the change includes the time, effort, and hassle, financial and material resources which are needed in order to make the change.
- The Human Resources department and, specifically, those responsible for coordinating training activities can play a vital role in facilitating organizational change of this type.

Please use the following scoring key:

1	2	3	4
<i>Absence of skill observed</i>	<i>Some skill observed but needs to improve significantly</i>	<i>Skill observed but could improve in a few areas</i>	<i>This skill is carried out fully and well</i>

Name member of staff:		Name supervisor:	
Job title:			
Date:			

ESSENTIAL CHARACTER	Score
Emotional Resourcefulness, able to deal with own emotional responses constructively.	
Maintains his or her capacity to clearly articulate (thoughts or feelings) in a stressful situation	
Takes time to think before acting on impulse or following 'gut reaction'	
Is able to express emotion in an appropriate manner and at an appropriate time and place	
Develops and acts on a strategy for overcoming an obstacle, problem or difficulty	
Remains patient with others despite experiencing an internal reaction (e.g. irritation)	
Seeks assistance on reaching the limits of own strength or abilities - or says no	
Sets appropriate personal boundaries if necessary	
Logical and Forward Thinking, able to see the logical sequence of cause and effect and anticipate likely future consequences.	Score
Breaks a complex problem down into manageable pieces	
Diagnoses the root cause of a problem by determining 'cause-and-effect'	
Develops a plan which contains a logical sequence of events	
Anticipates the consequences of a course of action	
Develops and uses clear criteria for guiding actions and decisions	
Presents information in a logical order	
Summarizes complex information into a logical presentation	
Conceptual Thinking, sees patterns, trends or relationships between apparently separate facts or events.	Score
Uses a conceptual framework, principal, or broad perspective to relate an issue to the larger picture	
Makes a connection or notes a pattern between facts or events not readily obvious	
Relates different pieces of information and recognises themes	
Able to describe a pattern so as to communicate the meaning of a concept or idea	
Able to bring insight to what is happening by applying principals, theories or concepts to the situation	
Identifies key factors or issues in a complex problem or situation	
Pro-activity, takes initiative and seizes opportunities.	Score
Acts before being forced to by events	
Initiates action without having to be told to	
Seizes opportunities	
Takes a calculated risk	
Does something new; introduces changes in direction, policy or procedure	
Seeks out information relevant to a situation or task	

Concern for Standards, pursues high standards in line with agreed organizational values and professionalism.	Score
Assesses work or current practice against a standard of excellence	
Reports a feeling of dissatisfaction if current reality falls below the desired standard of excellence	
Ensures that standards are set and improved when necessary	
Looks for ways of improving current practice	
Takes action to ensure that work will meet high standards	
Takes firm action on sub-standard performance	
Results Orientation, focuses attention on key goals, wants an outcome.	Score
Translates strategy into desired outcome	
Is able to describe goals in clear language	
Keeps the goal firmly in mind, drawing others back to it if necessary	
Checks to ensure that progress is being made and that results will be achieved on time	
Plans ahead, bringing together people and/or material resources, in order to accomplish goals	
Devotes significant time and effort to accomplish something; working long hours if necessary	
Persists and perseveres despite tiredness, discouragement, or obstacles	
Thoroughness, aware of the detail of a task	Score
Able to define and communicate the detail of a task	
Expresses concern about fine details of presentation, or compliance with standards, that other people might overlook	
Ensures that all steps in a task or procedure are carried out fully and well	
Checks work for errors or omissions	
Finishes tasks which have been started	
Checks that information is correct before using it or passing it on	
Remembers, accurately records, or organizes detailed information in order to retrieve it efficiently	
Understanding others, appreciates the values and concerns of others	Score
Listens while others speak and is able to recall the main points of what was said	
Is able to describe someone else's viewpoint even when it is different from or conflicts with his/her own	
Expresses appreciation for, or understanding of, the differing views, attitudes or behaviour of others	
Is alert to the small clues which might hint at, or reveal, the interests, concerns, moods or feelings of others	
Takes initiative to discover the interests, concerns or feelings of others	

Speaks respectfully concerning people of different races, creeds, customs, social background or gender	
Flexibility Toward Others, deliberately adjusts behavior in order to address the needs of others.	Score
Considers in advance the impact of actions on others and adjusts actions in order to influence	
Adjusts own behavior in order to address the concerns of others (spoken or unspoken)	
Modifies words, activities, language and actions according to the likely reactions of others	
Considers alternative ways of behaving or communicating and chooses the most appropriate	
Intentionally acts to maintain people's self-esteem in situations of criticism, disagreement or discipline	
Deliberately lays aside his or her own needs or wants in order to meet the needs of others	
Developmental Orientation, identifies opportunities to enable others	Score
Takes action with the deliberate intention of empowering or enabling others	
Expresses satisfaction when other people learn, develop or increase in capability as a result of their support	
Identifies gifts, abilities or potential in others to provide opportunity for personal growth	
Gives performance feedback to others with the intention of helping them to reach their full potential	
Aims to make training, expert help and other resources available to others in order to help others develop	
Affirms others in order to increase their self-esteem	
Uses mistakes as learning opportunities	
Takes initiative in passing on his/her own skills and knowledge	
Effective Communication, communicates clearly, confidently and appropriately.	Score
Speaks confidently and enthusiastically (both one-to-one and in front of a group)	
Communicates his/her vision, ideas, plans, thoughts or feelings in a way that is appealing to others	
Considers what information might be helpful or interesting to another person and acts to convey it to them	
Checks that the other person has understood and repeats, rephrases or uses another strategy if necessary	
Uses examples, analogies or visual aids to enable others to understand	
Speaks enthusiastically concerning ideas or information which he or she is seeking to convey	

Adjusts the presentation of information in order to communicate more effectively	
Assertiveness, holds to own convictions in face of resistance	Score
Takes a stand on critical issues	
Surfaces problems openly with others despite opposition	
Openly tests or questions the opinions or positions of others	
Is prepared to disagree with others if necessary	
Encourages others to do something that they are unwilling or reluctant to do	
Willing to follow own conviction despite resistance or threat	
Is able to direct others assertively in a crisis situation, giving orders or commands if necessary.	

- Inform participants of the vision for the future, encouraging them to generate excitement over the anticipated strategic direction
- Allow participants to voice their dissatisfaction with the way things are, thereby increasing their willingness to make the desired changes
- Equip participants with the skills and knowledge that they need to make the desired change. This might include explaining new systems and procedures and providing checklists to highlight what is new
- Gather information from participants concerning the costs, obstacles and difficulties which they foresee. Often staff at 'lower' levels have different insights from the strategic decision makers and their inputs are extremely valuable

Development Needs Analysis

This form is designed to assist a supervisor in identifying the development needs of a member of staff.

The first step is to look at the job description to find which skills are important in the individual's job. Delete any sections from the table below that do not apply. Then you can fill in the form yourself, ask the member of staff to fill it in, or use the form to gather feedback from other people whom you trust.

If a development need is identified, the first step is to see whether it can be met through coaching or mentoring. A library of training resources is available from the HR Administrative Assistant to assist with this. If the need should clearly be met through a training workshop, please inform the Human Resources Manager in writing of your request.

Appendix 2: Training and Development Options

Structured work experience	Instruction manuals or procedures	External courses	Performance aids	Online / self-study	Formal coaching tutorials
Helpful for practicing skills, applying knowledge and enlarging experience	Helpful for acquiring the knowledge necessary to carry out a job, task or activity	Helpful for learning practical skills and concepts, especially if contact with other learners is necessary	e.g. labels, checklists, wall charts. Helpful if frequent reference to information is required	Helpful for learning information and concepts, especially if travel or absence from the workplace is difficult	Helpful for applying learning and when individual attention is needed

Career & University Guidance	SCORE
Career counseling and use of career choice tools	
Understanding individual student abilities, interests, values and aspirations	
Knowledge of universities & colleges worldwide and their application processes	
Supporting students in making realistic choices	
Providing practical support for navigating admissions / selection processes	
Designing & implementing systems for tracking applications and taking any necessary actions	
Cleaning	SCORE
Understanding principles of health and hygiene	
Noticing dirt, mess and health hazards	
Using appropriate cleaning tools, supplies and equipment to ensure cleanliness, without damaging the item being cleaned	
Disposing of rubbish and waste materials safely and hygienically	
Coaching	
Identifying performance improvement needs	
Identifying alternative approaches or behaviors	
Giving verbal feedback	
Giving demonstrations	
Supporting and encouraging	
Communication	SCORE
Understanding how information flows in organizations	
Appreciating what information is needed by whom	

Clarifying the essential elements and appropriate content of a message	
Choosing an appropriate medium for the message (e.g. text, verbal, presentation etc.)	
Overcoming barriers to communication	
Understanding the effect of personal style on communication and adjusting own style in order enhance the understanding of others	
Counseling	SCORE
Building rapport	
Listening attentively	
Responding appropriately to what has been said	
Affirming others and providing emotional support	
Using appropriate counseling strategies	
Giving advice	
Referring people on if needed	
Customer Care	SCORE
Identifying customers	
Clarifying the needs of customers	
Negotiating expectations	
Organizing work to meet agreed customer needs	
Taking action to permanently resolve difficulties or problems	
Meeting, greeting and using the telephone appropriately	
Driving	SCORE
Driving according to best practice in vehicle handling	

Complying with all school regulations and obeying all local Traffic Laws	
Ensuring safety of passengers	
Carrying out daily and weekly checks of vehicles and reporting faults	
Ensuring the cleanliness and good internal condition of vehicles	
Treating students & parents with courtesy	
Financial Management	SCORE
Budgeting	
Book-keeping	
Analyzing financial information	
Financial monitoring and control	
Financial reporting	
First Aid	SCORE
Understanding best practice in administering first aid	
Knowing locations of first aid supplies and equipment	
Carrying out basic first aid procedures according to best practice	
Noticing health or hygiene hazards and proactively taking preventative action	
Food Preparation & Cooking	SCORE
Planning menus	
Preparing, storing and transporting food and drink hygienically and according to best practice	
Presenting or serving food and drink attractively	

Fund Development	SCORE
Determining priorities for capital expansion	
Developing a campaign for fundraising	
Managing the logistics of fundraising events and activities	
Preparing and presenting proposals to donors	
Ensuring accountability for, and security of, donor funds	
Publicizing and reporting successes	
Gardening	SCORE
Planning garden layout and planting schedules	
Planting, propagating and cultivating plants	
Maintaining plants and grounds attractively (e.g. pruning, clipping, mowing, weeding, thinning, sweeping etc.)	
Constructing and maintaining garden furniture, paths, walls, railings etc.	
Using and maintaining garden equipment appropriately and safely	
Identifying and removing garden hazards (e.g. poisonous plants, snake-attracting environments, tripping, slipping or cutting hazards etc.)	
Influencing	SCORE
Building rapport	
Appreciating the viewpoints and perspectives of others	
Understanding and appreciating the differing motivations of others	
Clarifying what everyone wants or needs	
Creatively finding 'win: win' solutions whenever possible	
Using influencing strategies to persuade or motivate others	

Information Handling & Filing	SCORE
Clarifying current and future information requirements	
Choosing an appropriate recording or storage method	
Setting up systems for providing people with appropriate and timely information and/or accessing information efficiently	
Ensuring that hard copies are preserved in good condition; ensuring that soft copies are backed up	
Ensuring security of confidential information	
Information Technology	SCORE
Using word processing and publishing tools	
Using internet and e-mail	
Using the school's data base	
Using other essential software	
Incorporating learning of appropriate technology skills into lessons	
Using information and communication technology as tools to make curriculum delivery more effective	
Leadership	SCORE
Clarifying purpose and vision	
Organizing work	
Delegating effectively	
Monitoring and reviewing progress	
Giving affirming and corrective feedback	
Managing performance.	

Managing Classroom / Student Environment	SCORE
Creating and Environment of Respect and Rapport	
Generating Energy and Enthusiasm	
Managing Classroom Procedures	
Managing Student Behavior	
Organizing Physical Environment	
Ensuring Health and Safety of Students	
Managing Learning	SCORE
Meeting and Instructing Classes	
Communicating Clearly and Accurately	
Mastery of Instructional Technique	
Engaging Students in Learning	
Using Information and Communication Technology	
Reflecting on Teaching	
Ensuring Compliance with External Accreditation Standards	
Marketing	SCORE
Researching potential customers and analyzing their needs and wishes	
Developing marketing strategy	
Developing the 'School Motto' and ensuring that all activities and outputs of the organization are fully aligned with it	
Managing the logistics of promotional strategies and events (including visits and tours of the school and larger promotional events)	
Developing and circulating promotional materials	
Meeting with potential parents and presenting the benefits of the school to them	

Negotiation	SCORE
Clarifying what everyone wants or needs	
Creatively finding 'win: win' solutions whenever possible	
Assertively ensuring that negotiated agreements protect the interests of the school	
Documenting and dating agreements	
Planning and Organizing Work	SCORE
Using participative planning techniques	
Clarifying goals, objectives or outcomes	
Identifying resource requirements	
Agreeing roles and responsibilities	
Planning timelines and deadlines	
Using project management tools	
Agreeing how progress will be tracked or measured	
Developing contingency plans	
Managing time	
Planning and Preparing Instruction	SCORE
Demonstrating Knowledge of Subject Content and Pedagogy	
Selecting Instructional Goals	
Planning for Assessment of Student Learning	
Designing Coherent Instruction	
Adapting Teaching Plans or Materials	

Preparation and Organization	
Contributing to Team Planning	
Presentation Skills (large groups)	SCORE
Clarifying the goals of the presentation	
Analyzing the audience	
Choosing presentation tools and techniques	
Writing presentations	
Speaking clearly and confidently	
Using presentation aids	
Problem Solving and Decision Making	SCORE
Identifying problems or issues requiring decisions	
Deciding who should be involved	
Analyzing problems or issues	
Identifying options for action	
Choosing the best option	
Communicating to all affected	
Recruitment	SCORE
Defining recruitment criteria	
Advertising vacancies	
Processing applications	

Organizing assessment events	
Choosing appraisal tools and techniques	
Interviewing	
Making selection decisions	
Using the probation period to confirm the selection	
Relationship Building	SCORE
Listening attentively and responding appropriately to what has been said	
Appreciating and valuing the differing viewpoints, perspectives and cultures of others	
Building rapport through finding common ground	
Affirming, encouraging and expressing appreciation for people's contributions	
Taking action to help and support others as appropriate	
Resolving conflict	
Supplies Management and Logistics	SCORE
Ordering and receiving supplies	
Storing items appropriately	
Recording and filing relevant paperwork	
Setting and maintaining supply levels	
Issuing supplies according to the school's procedure	
Inventory taking and reporting	
Organizing transport of supplies to ultimate destination	

Supporting Individual Students	SCORE
Demonstrating knowledge of students	
Involving Parents / Guardians in Student Support	
Maximizing Students' Potential	
Demonstrating Flexibility and Responsiveness	
Supporting Students with Individual Needs	
Training Design and Delivery	SCORE
Clarifying training goals	
Designing training to maximize learning	
Using participative techniques	
Managing group dynamics	
Evaluating training	
Writing & Document Presentation	SCORE
Clarifying the purpose of the document	
Analyzing the target audience	
Choosing an appropriate style and format	
Using appropriate grammar, language and sentence construction	
Using illustrations, diagrams, and data presentation techniques	
Checking for errors	

SKILLS – RESOURCES CHECKLIST

<p>Career and University Guidance</p> <p>Career counseling & use of career choice tools</p> <p>Understanding individual student abilities, interests, values & aspirations</p> <p>Knowledge of universities & colleges worldwide and their application processes</p> <p>Supporting students in making realistic choices</p> <p>Providing practical support for navigating admissions / selection processes</p> <p>Designing & implementing systems for tracking applications and taking any necessary actions</p>	<ul style="list-style-type: none"> • CIS University Guidance (2-day course, run in Europe) • College Board Counselor Workshops, College Guidance Workshops, offered locally and online. • UCAS Guidance provided by British Council • NACAC Journal and online support, for US admissions guidance & support • US College Board has a career choice questionnaire, help with SAT & PSAT and other support
<p>Cleaning</p> <p>Understanding principles of health and hygiene</p> <p>Noticing dirt, mess and health hazards</p> <p>Using appropriate cleaning tools, supplies and equipment to ensure cleanliness, without damaging the item being cleaned</p> <p>Disposing of rubbish and waste materials safely and hygienically</p>	<ul style="list-style-type: none"> • Cleaner Induction & Refresher Training - organized by Housekeeping & Hospitality Supervisor and Assistant to the Business Manager
<p>Coaching</p> <p>Identifying performance improvement needs</p> <p>Identifying alternative approaches or behaviors</p> <p>Giving verbal feedback</p> <p>Giving demonstrations</p> <p>Supporting and encouraging</p>	<ul style="list-style-type: none"> • Leadership • Practical Coaching Skills for Managers: Tips and Techniques for Effective Coaching. Career Track online course • Coaching for Results – Harvard offers many online courses.

<p>Communication</p> <p>Understanding how information flows in organizations</p> <p>Appreciating what information is needed by whom</p> <p>Clarifying the essential elements and appropriate content of a message</p> <p>Choosing an appropriate medium for the message (e.g. text, verbal, presentation etc)</p> <p>Overcoming barriers to communication</p> <p>Understanding the effect of personal style on communication and adjusting own style in order enhance the understanding of others</p>	<ul style="list-style-type: none"> • Teamwork • Career Track offers the following online courses: <ul style="list-style-type: none"> ○ Interpersonal Communication Skills: Communicate to Increase Understanding ○ Interpersonal Communication Skills: Communicating Better With Your Team ○ Succeeding as a First-Time Manager: Communication Skills and Positive Attitude ○ The Exceptional Assistant: Enhancing Your Communication Skills • Communicating for Results Collection – Harvard Business School
<p>Counseling</p> <p>Building rapport</p> <p>Listening attentively</p> <p>Responding appropriately to what has been said</p> <p>Affirming others and providing emotional support</p> <p>Using appropriate counseling strategies</p> <p>Giving advice</p> <p>Referring people on if needed</p>	<ul style="list-style-type: none"> • There are many online classes and courses to develop skills in this area.

<p>Customer Care</p> <p>Identifying customers</p> <p>Clarifying the needs of customers</p> <p>Negotiating expectations</p> <p>Organizing work to meet agreed customer needs</p> <p>Taking action to permanently resolve difficulties or problems</p> <p>Meeting, greeting and using the telephone appropriately</p>	<ul style="list-style-type: none"> ● Teamwork ● Career Track offers the following on-line courses: <ul style="list-style-type: none"> ○ How to Deliver Exceptional Customer Service: It All Begins With You ○ How to Deliver Exceptional Customer Service: Communication Is Key ○ Professional Telephone Skills: Handling Calls with Confidence & Professionalism ○ Professional Telephone Skills: Turn Difficult Callers into Delighted Customers ● Relating to Your Customers – CD by Skill Boosters
<p>Driving</p> <p>Driving according to best practice in vehicle handling</p> <p>Complying with all school regulations and obeying all local Traffic Laws</p> <p>Ensuring safety of passengers</p> <p>Carrying out daily and weekly checks of vehicles and reporting faults</p> <p>Ensuring the cleanliness and good internal condition of vehicles</p> <p>Treating students & parents with courtesy</p>	<ul style="list-style-type: none"> ● Driver Induction & Refresher Training - organized by Director of Transportation ● Driver training courses offered by individual businesses or and DMV

<p>Financial Management</p> <p>Budgeting</p> <p>Book-keeping</p> <p>Analyzing financial information</p> <p>Financial monitoring and control</p> <p>Financial reporting</p>	<ul style="list-style-type: none"> ● Career Track offers the following on-line courses: <ul style="list-style-type: none"> ○ Practical Budgeting for Managers: Managing Budgets Effectively (basic course) ○ Finance for Non-Financial Professionals: The Language of Accounting & Finance (more advanced set of 3 courses) ○ Finance for Non-Financial Professionals: Budgeting Fundamentals ○ Finance for Non-Financial Professionals: Using Financial Statements in Business Decisions ● Finance Essentials & Budgeting Essentials - Harvard Business School
<p>First Aid</p> <p>Noticing health or hygiene hazards and proactively taking preventative action</p> <p>Knowing locations of first aid supplies and equipment</p> <p>Understanding best practice in administering first aid</p> <p>Carrying out basic first aid procedures according to best practice</p>	<ul style="list-style-type: none"> ● Health & Safety ● Refresher training run by nurses or the Red Cross ● Designated staff qualified as Emergency Medical Technicians
<p>Food Preparation & Cooking</p> <p>Planning menus</p> <p>Preparing, storing and transporting food and drink hygienically and according to best practice</p> <p>Presenting or serving food and drink attractively</p>	<ul style="list-style-type: none"> ● Food Safety First Principles – Workbook from the Chartered Institute of Environmental Health ● State licensing for food handling ● Training at culinary institutions

<p>Fund Development</p> <p>Determining priorities for capital expansion</p> <p>Developing a campaign for fundraising</p> <p>Managing the logistics of fund raising events and activities</p> <p>Preparing and presenting proposals to donors</p> <p>Ensuring accountability for, and security of, donor funds</p> <p>Publicizing and reporting successes</p>	
<p>Gardening</p> <p>Planning garden layout and planting schedules</p> <p>Planting, propagating and cultivating plants</p> <p>Maintaining plants and grounds attractively (e.g. pruning, clipping, mowing, weeding, thinning, sweeping etc.)</p> <p>Constructing and maintaining garden furniture, paths, walls, railings etc.</p> <p>Using and maintaining garden equipment appropriately and safely</p> <p>Identifying and removing garden hazards (e.g. poisonous plants, snake-attracting environments, tripping, slipping or cutting hazards etc)</p>	<ul style="list-style-type: none"> • Gardener Induction & Refresher Training - organized Campus and Weekend Supervisor and Assistant to the Business Office Assistant • Master gardener training
<p>Influencing</p> <p>Building rapport</p> <p>Appreciating the viewpoints and perspectives of others</p> <p>Understanding and appreciating the differing motivations of others</p> <p>Clarifying what everyone wants or needs</p> <p>Creatively finding ‘win win’ solutions whenever possible</p> <p>Using influencing strategies to persuade or motivate others</p>	<ul style="list-style-type: none"> • Influencing & Motivating Others - Harvard Business School • How to Win Friends & Influence People – Book - • Assert Yourself • Managing Change

<p>Information Handling & Filing</p> <p>Clarifying current and future information requirements</p> <p>Choosing an appropriate recording or storage method</p> <p>Setting up systems for providing people with appropriate and timely information and/or accessing information efficiently</p> <p>Ensuring that hard copies are preserved in good condition; ensuring that soft copies are backed up</p> <p>Ensuring security of confidential information</p>	<ul style="list-style-type: none"> • There are many online courses which offer assistance and training for these skills
<p>Information Technology</p> <p>Using word processing and publishing tools</p> <p>Using internet and e-mail</p> <p>Using School's database</p> <p>Using other essential software:</p> <p>Incorporating learning of appropriate technology skills into lessons</p> <p>Using information and communication technology as tools to make curriculum delivery more effective</p>	<ul style="list-style-type: none"> • ASCD offers the following on-line courses: <ul style="list-style-type: none"> ○ Technology in Schools: It's not just about word processing ○ Technology in Schools: Teaching Better • Career Track and Microsoft offer the many following on-line courses: <ul style="list-style-type: none"> ○ Microsoft Word: Formatting documents

<p>Leadership</p> <p>Clarifying purpose and vision</p> <p>Organizing work</p> <p>Delegating effectively</p> <p>Monitoring and reviewing progress</p> <p>Giving affirming and corrective feedback</p> <p>Managing performance.</p>	<ul style="list-style-type: none"> • Leadership • ASCD offers the following online courses: <ul style="list-style-type: none"> ○ Contemporary School Leadership ○ Effective Leadership • Career Track offers the following on-line courses: <ul style="list-style-type: none"> ○ 4-Dimensional Leadership: Four Dimensions of Complete Leadership ○ 4-Dimensional Leadership: Putting Four Dimensional Leadership in Action ○ How to Lead a Team: Series of 4 Courses • Leading Successful Teams Collection - Book Collection from Harvard Business School • What it Takes to be an Effective Leader - from Harvard Business School • Developing First-Time Managers Collection - from Harvard Business School • Developing Leadership Skills – Skill Boosters
<p>Managing Classroom / Student Environment</p> <p>Creating and Environment of Respect and Rapport</p> <p>Generating Energy and Enthusiasm</p> <p>Managing Classroom Procedures</p> <p>Managing Student Behavior</p> <p>Organizing Physical Environment</p> <p>Ensuring Health and Safety of Students</p>	<ul style="list-style-type: none"> • ASCD offers the following on-line courses: <ul style="list-style-type: none"> ○ Classroom Management: A Teacher-Student Collaboration ○ Classroom Management ○ Bullying: Let's Break the Cycle ○ The Inclusive Classroom ○ Managing Challenging Behavior

<p>Managing Learning</p> <p>Meeting & Instructing Classes</p> <p>Communicating Clearly and Accurately</p> <p>Mastery of Instructional Technique</p> <p>Engaging Students in Learning</p> <p>Using Information and Communication Technology</p> <p>Reflecting on Teaching</p> <p>Ensuring Compliance with School's Standards & Practices</p>	<ul style="list-style-type: none"> ASCD offers many on-line courses: Degree programs, certification, special topics, and updated continuing classes.
<p>Marketing</p> <p>Researching potential customers and analysing their needs and wishes</p> <p>Developing marketing strategy</p> <p>Developing the 'School Motto' and ensuring that all activities and outputs of the organization are fully aligned with it</p> <p>Managing the logistics of promotional strategies and events (including visits and tours of the School and larger promotional events)</p> <p>Developing and circulating promotional materials</p> <p>Meeting with potential parents and presenting the benefits of the School to them</p>	<ul style="list-style-type: none"> Marketing Essentials - from Harvard Business School The Marketing Plan – Book – McDonald & Morris
<p>Negotiation</p> <p>Clarifying what everyone wants or needs</p> <p>Creatively finding 'win: win' solutions whenever possible</p> <p>Assertively ensuring that negotiated agreements protect the interests of the school</p> <p>Documenting / dating agreements</p>	<ul style="list-style-type: none"> Negotiating Essentials – from Harvard Business School Getting to Yes – Book – Fisher & Ury, ISBN: 0-09-164071 - 7

<p>Planning and Organizing Work</p> <p>Using participative planning techniques</p> <p>Clarifying goals, objectives or outcomes</p> <p>Identifying resource requirements</p> <p>Agreeing roles and responsibilities</p> <p>Planning time-scales and deadlines</p> <p>Using project management tools</p> <p>Agreeing how progress will be tracked or measured</p> <p>Developing contingency plans</p> <p>Managing time</p>	<ul style="list-style-type: none"> • Leadership • Improving Productivity Collection – Harvard Business School • Career Track offers the following on-line courses: <ul style="list-style-type: none"> ○ Taking Control of your Workday: analyze Your Use of Time ○ Taking Control of your Workday: Setting Goals and Prioritize Your Use of Time • It's About Time from Skill Boosters
<p>Planning and Preparing Instruction</p> <p>Demonstrating Knowledge of Subject Content and Pedagogy</p> <p>Selecting Instructional Goals</p> <p>Planning for Assessment of Student Learning</p> <p>Designing Coherent Instruction</p> <p>Adapting Teaching Plans or Materials</p> <p>Preparation and Organization</p> <p>Contributing to Team Planning</p>	<ul style="list-style-type: none"> • ASCD offers the following on-line courses: <ul style="list-style-type: none"> ○ Crafting Curriculum ○ Creating Standards-Based Curricula ○ Designing Performance Assessments ○ Understanding by Design: An Introduction
<p>Presentation Skills (large groups)</p> <p>Clarifying the goals of the presentation</p> <p>Analyzing the audience</p> <p>Choosing presentation tools and techniques</p> <p>Writing presentations</p> <p>Speaking clearly and confidently</p> <p>Using presentation aids / technology</p>	<ul style="list-style-type: none"> • Career Track offers the following on-line courses: <ul style="list-style-type: none"> ○ Powerful Presentation Skills: Delivering Your Presentation ○ Powerful Presentation Skills: Planning Your Presentation ○ Powerful Presentation Skills: Presenting Skills with Confidence and Impact • Presentation Skills -from Harvard Business School • Persuasive Presentations – Skill Boosters

<p>Problem Solving and Decision Making</p> <p>Identifying problems or issues requiring decisions</p> <p>Deciding who should be involved</p> <p>Analyzing problems or issues</p> <p>Identifying options for action</p> <p>Choosing the best option</p> <p>Communicating to all affected</p>	<ul style="list-style-type: none"> • Decision Making Collection – Harvard Business School • <i>Decision Making and Problem Solving Strategies</i> – Book - John Adair, ISBN: 9780749455514 • Six Thinking Hats – Book – Edward de Bono • Six Action Shoes – Book – Edward de Bono • Step by Step Problem Solving – Book – Chang & Kelly
<p>Recruitment</p> <p>Defining recruitment criteria</p> <p>Advertising vacancies</p> <p>Processing applications</p> <p>Organizing assessment events</p> <p>Choosing appraisal tools and techniques</p> <p>Interviewing</p> <p>Making selection decisions</p> <p>Using the probation period to confirm the selection</p>	<ul style="list-style-type: none"> • Competency Based Recruitment • Career Track offers the following courses: <ul style="list-style-type: none"> ○ How to Interview & Hire the Right People: The Pre-Interview Process ○ How to Interview and Hire the Right People: Critical Parameters for Evaluating Candidates ○ How to Interview and Hire the Right People: Conducting Effective Interviews

<p>Relationship Building</p> <p>Listening attentively and responding appropriately to what has been said</p> <p>Appreciating and valuing the differing viewpoints, perspectives and cultures of others</p> <p>Building rapport through finding common ground</p> <p>Affirming, encouraging and expressing appreciation for people's contributions</p> <p>Taking action to help and support others as appropriate</p> <p>Resolving conflict</p>	<ul style="list-style-type: none"> • Teamwork • ASCD offers the following on-line courses: <ul style="list-style-type: none"> ○ Conflict Resolution ○ Embracing Diversity, Respecting Others ○ Parents as Partners • Career Track offers the following courses: <ul style="list-style-type: none"> ○ Interpersonal Communication Skills: Communicate to Develop Relationships ○ Dealing with Conflict and Confrontation: Resolving Conflict Through Problem Solving • Valuing Diversity in Teams, by Skill Boosters
<p>Supplies Management and Logistics</p> <p>Ordering and receiving stores</p> <p>Storing items appropriately</p> <p>Recording and filing relevant paperwork</p> <p>Setting and maintaining supply levels</p> <p>Issuing supplies according to the school's procedure</p> <p>Stock taking and reporting</p> <p>Organizing transport of supplies to ultimate destination</p>	<ul style="list-style-type: none"> • School needs to develop a plan for all of these tasks based on available space and personnel.

<p>Supporting Individual Students</p> <p>Demonstrating knowledge of students</p> <p>Involving Parents / Guardians in Student Support</p> <p>Maximizing Students' Potential</p> <p>Demonstrating Flexibility and Responsiveness</p> <p>Supporting Students with Individual Needs</p>	<ul style="list-style-type: none"> ● ASCD offers the following on-line courses: <ul style="list-style-type: none"> ○ Improving Student Achievement with Dimensions of Learning ○ Our Multiple Intelligences ○ Multiple Intelligences – Translating Theory into Practice ○ Helping Struggling Readers ○ Parents as Partners ○ Supporting Student Health & Achievement
<p>Training Design and Delivery</p> <p>Clarifying training goals</p> <p>Designing training to maximize learning</p> <p>Using participative techniques</p> <p>Managing group dynamics</p> <p>Evaluating training</p>	<ul style="list-style-type: none"> ● Teaching For Understanding 1 ● Teaching For Understanding 2 <p>On-line Harvard Graduate School</p> <ul style="list-style-type: none"> ● The Accelerated Learning Handbook – Book – Meier, ISBN 0-07-135547-2
<p>Writing & Document Presentation</p> <p>Clarifying the purpose of the document</p> <p>Analysing the target audience</p> <p>Choosing an appropriate style and format</p> <p>Using appropriate grammar, language and sentence construction</p> <p>Using illustrations, diagrams, and data presentation techniques</p> <p>Checking for errors</p>	<ul style="list-style-type: none"> ● The Write Way –Career Track offers the following courses: <ul style="list-style-type: none"> ○ Microsoft Word: Formatting Documents ○ Microsoft online courses

12. Management of Staff

Performance Appraisal

The purpose of staff management is to enable employees to continuously improve and enhance their performance. This benefits the members of staff themselves, by enabling them to make personal progress and it also benefits the school, because it ensures that all of the essential work is being done, to the required standard. The appraisal of their work should be seen in the context of our shared desire to give our very best efforts on their behalf.

Both staff and supervisors should approach the appraisal process in a spirit of learning and mutual trust. The process is about learning and development, it is not about criticism and punishment. If problems are discovered then the reaction of all parties should be one of creative problem solving. There are many root causes of substandard performance and a careful analysis should be made by supervisors in order to develop appropriate solutions. Members of staff should rest assured that substandard performance will only result in termination of their contract after serious effort has been expended to resolve the issues.

Performance Appraisal Procedure

Goal Setting. At the beginning of the new academic year (August / September), supervisors meet with their staff to discuss and document goals for the coming year. The following materials are required for this:

- Procedure and timeline for the appraisal process
- Member of staff's job description
- School-wide goals for the academic year
- Departmental goals (if appropriate)
- Member of staff's previous goals and/or any goals set in the previous year's annual appraisal

A *Goal Setting Form* is completed and the supervisor and member of staff agree on an appropriate date for holding a follow-up meeting.

Progress Reviews.

- Goal progress reviews (all employees) – the supervisor and member of staff conduct a follow-up meeting to discuss progress against the goals that were set in step 1. Completed goals are checked off on the *Goal Setting Form*. Resource and support needs are discussed. Staff are given feedback concerning their performance and, in particular, they are affirmed for sincere effort towards accomplishing the goals that were set. A new *Goal Setting Form* is completed with goals for the next review period; a date is set for the next follow-up meeting. There are two versions of the *Goal Setting Form* – 'brief' and 'expanded'. These can be used according to individual preference.
- Observations (teachers only). – Principals have a regular schedule of classroom visits where they observe the performance of staff. The procedure for this may be found under 'Ensuring Excellent Teaching Standards'. Observations are recorded on the *Teacher Performance Standards Form* – section 14b. Staff are given feedback concerning their performance and, in particular, they are affirmed for instances of good instructional technique.

- 360° Feedback (all employees) – feedback tools are available for some positions, and are under development for others. 360° Feedback tools enable staff to gather feedback from their customers, students, members of staff, peers, supervisors and themselves. Staff are encouraged to conduct a 360° Feedback after their 1st year of employment with the school and every 2-3 years subsequently.

Management of Areas for Improvement. It is to be expected that the progress review will show up areas where improvements could be made. In many cases, this is because the member of staff needs additional support (for instance, he or she may have lacked necessary resources, or time, or support from others), in which case the supervisor should take a problem solving approach to assisting the member of staff. In some cases, the member of staff may lack the necessary skills and knowledge, in which case coaching or training should be provided. In rare cases, the member of staff may lack the necessary competence or motivation, in which case an intervention may be required.

If a member of staff has a severe and irreparable shortfall in performance, or if the performance improvements requested by the supervisor are persistently not made, then the member of staff is placed on the *Targeted Intervention List*. The Head of School will review the case, and assist the supervisor in planning an appropriate intervention. This might include redesigning the job if the member of staff lacks the necessary competencies. Contracts of staff on the *Targeted Intervention List* are not renewed until the situation has been satisfactorily resolved. Staff are informed in writing at least one month before-hand of their supervisor's intention to place them on the *Targeted Intervention List* should their performance fail to improve by a given deadline.

Annual Appraisals. The appraisal process begins with the member of staff completing an *End of 1st Semester Self Reflection* (December / January). Although there is a standard template, supervisors may adjust this to incorporate reflection on school-wide or departmental goals, as well as the goals that were set for individuals. Members of staff should return their reflections to their supervisor before the end of January at which point the supervisor will schedule a review meeting.

During the Annual Appraisal meeting, the supervisor and member of staff review the performance data that has been collected during the preceding months. If at all possible, feedback from customers (or students/parents) should be sought and incorporated. Further information concerning sources of performance data may be found in the 'Accountability' section of the Job Description. The supervisor completes the *Performance Appraisal Form*. If at all possible, this is done collaboratively during the meeting. Failing this, it is the supervisor's responsibility to document the meeting. Three copies of the Performance Appraisal are made:

- The supervisor keeps a copy on file in a secure location (may be on computer if password protected)
- The member of staff is given a copy for their own records
- A signed paper copy is given to the Head of School, ultimately for inclusion in the member of staff's personnel file

New Staff Appraisals. Staff in the first two consecutive years of employment have an additional ½ yearly appraisal with a 15th November deadline. The supervisor completes the *Performance Appraisal Form* following observation of the member of staff's performance and goal achievement.

Please note that the supervisor will also be asked by the Assistant to the Head of School to complete an *End of Probation Period Checklist* for newly employed members of staff. See Recruitment Procedures - for additional information.

Training Planning. Appraisal meetings should have been completed by the end of the January – March semester.

13. Scheduling Staff, Students and Classes

Principals are responsible for developing and revising the schedule of students and classes. The schedule is entered into the database.

Work on each semester's schedule starts towards the end of the preceding semester with the aim of having the schedule ready before the school year ends. In practice, changes in enrollment sometimes result in the need for last-minute schedule changes. Development of the schedule is often difficult and requires many issues to be woven together. The following are guidelines to assist with the process:

The Head of School decides on the number of sections / classes in each grade level, based on projected enrolment for the next school year. Ideally, this decision will be made by the middle of the school year, so any additional teachers can be recruited in good time. In practice, enrollment can change at the last minute, resulting in a hasty re-organization.

In addition, upper grade level students will have completed the course selection form by *a certain date*. This information is also scanned to ensure appropriate class sizes and additional classes scheduled if necessary.

The Principals and the Head of School communicate with each other concerning sections / class numbers, class sizes and the provision of teacher assistants in order to develop an overview that is then taken forward into preliminary scheduling.

The Principals gather information from teaching staff concerning their preferences for teaching particular grades and/or subjects and their time availabilities. This may be carried out formally as part of the annual appraisal process, or informally at any time.

For the upper grade level courses, the requirements are followed to identify the amount of time required for each of subject group. A table is developed showing the number of periods for each subject for each section/class. For the lower grade level classes, the number of periods for specialist subjects is mapped out (e.g. PE, Music etc).

The information from 3, above is used to develop a series of draft weekly schedules for each section/class. There are many sophisticated data bases which can be used to facilitate this process. The author recommends an "Administrator Plus" version.

These draft schedules are cross-checked with each other and compared with the availability of classroom space and teachers. Rooms and teachers are allocated to each of the periods, with adjustments made as necessary.

A grid is developed showing each teacher's name and 25 teaching periods a week; for part time teachers, the appropriate number of periods are blocked off. As teachers are allocated to the developing schedules, the number of periods are checked off in order to ensure appropriate workloads.

The Principals discuss individually with any teachers who are being asked to work more or less time than their preference, or to teach a subject that is not preferred. Contracts should allow for workloads to be reduced in the case of enrolment falling, but this situation should be handled sensitively.

Once the draft schedules have been broadly agreed, they are passed to all teaching staff for critique and comment.

The Principals make any adjustments and ensure that the finalized schedules are entered onto the database by a trained operator. Once the schedules have been entered they are available to all administrative staff school-wide.

11. Administrative Assistants liaise with the Principals to circulate individual schedules to staff in the week before the beginning of each semester (by e-mail if the member of staff has not yet returned). Individual schedules for students are printed out and given to Home Room Teachers who distribute them on the first day of each semester.

14. Ensuring Excellent Teaching Standards

Since instructional effectiveness increases the probability of desired student learning and academic achievement, the supervision of instruction is vital to student and teacher success. The supervision of instruction is a comprehensive, ongoing process for facilitating teacher professional growth and development primarily by providing feedback about classroom interactions and helping teachers make use of this feedback in order to improve their instructional effectiveness. Duke, (1990), McLaughlin, Pfeiffer. (1988).

Teachers seek and appreciate feedback; therefore, the major responsibility of the principal is making the supervision of teachers an effective staff development process for improving instruction and student learning. Successful supervision is dependent on open and honest interpersonal communication. Teachers are encouraged to incorporate self-supervision and peer supervision strategies.

Purposes

The purposes for the supervision plan are:

1. to enhance and improve instructional effectiveness in improving student learning;
2. to provide a positive climate for professional growth and development;
3. to provide an objective assessment of overall performance based on the school's performance competencies; and
4. to support school personnel policies and accreditation standards

The Formative Process

Formative appraisal is the ongoing descriptive assessment of a teacher's performance by the principal, the teacher, and possibly peers for the purpose of improving the teacher's instructional effectiveness and overall performance.

Self-Supervision Strategies

Self-supervision is the process by which teachers assume a shared responsibility for improving their own instructional effectiveness. Examples of self-supervision are analysis of videotaped instruction, peer observations, peer teaching, developing and working toward professional goals, professional reading, and participating in self-assessment activities for the summative process.

Peer Supervision Strategies

Peer coaching is a peer supervision strategy available to experienced teachers. Peer mentoring is a peer supervision strategy available to beginning teachers.

Principal Supervision Strategies

Classroom observations will provide the basis for much of the formative appraisal process. The principal and the teacher are also encouraged to use additional supervisory strategies including reviewing artifacts of teaching, reviewing evidence of student learning, and professional goal setting.

Classroom Observations

A Classroom observation cycle may include a pre-conference, a classroom observation, an analysis of the data collected, and a post-conference. The purposes for scheduling a pre-conference include establishing trust and rapport and sharing information about the planned instructional lesson. Pre-conferences, which either the teacher or the principal may schedule, are optional.

Classroom observations provide the principal an opportunity to observe the teacher's instruction and collect appropriate data. Classroom observations may be scheduled in advance or may occur on an unannounced basis. The principal will analyze and organize the data collected during the classroom observation so that meaningful oral feedback can be provided to the teacher during the post-conference.

The purpose of a post-conference is to provide the teacher with meaningful feedback about the teacher's instructional effectiveness during the lesson observed. Post-conferences are not required following every classroom observation, particularly when the principal observes the teacher's instruction for only a brief period of time. Post-conferences should occur within three days of a classroom observation. Feedback should be accompanied with examples or descriptions from the lesson supporting the appropriateness or inappropriateness of the teacher's behavior in the context of the lesson observed.

The principal may also provide written feedback, using the Learning Snapshot form to the teacher and will do so when a post-conference is not scheduled.

Review Teaching Portfolios

Teachers are encouraged to collect, analyze and cooperatively review with the principal various artifacts of teaching. The teacher will be responsible for collecting and providing the principal with portfolios of teaching, planning and assessment material as requested.

Portfolios of teaching are any instructional resources used to facilitate student learning. They may include but are not limited to: instructional plans, course outlines, teacher-made instructional resources, teacher-made tests, examples of written feedback to students, written communication with parents, and classroom rules and procedures.

Review Evidence of Student Learning

Teachers are encouraged to collect, analyze, and cooperatively review with the principal evidence of student learning. The teacher will be responsible for collecting and providing the principal with evidence of student learning as requested. These outcomes will help provide evidence that students have mastered the intended learning. Evidence of student learning may include, but are not limited to, samples of students' daily work, projects, tests results, report cards, and grades.

The Summative Process

Summative appraisal is the annual objective assessment of a teacher's overall performance by the principal for the purpose of making personnel decisions. This comprehensive assessment should identify the teacher's strengths, areas needing improvement and provide direction for continued professional growth and development. Summative appraisals are based on the School's performance competencies, School policies and external accreditation standards.

- **Principal's Responsibility for Summative Appraisal** - The principal is responsible for completing written summative appraisals of all teachers they supervise by the dates designated.

- **Summative Appraisal Schedule** - Principals will appraise teachers in their first year of employment with the school at least once each semester no later than 15 November and 15 April. Summative appraisals will be completed for teachers after their first year of employment with the school at least once each school year by no later than 15 April.
- **Data Collection for Summative Appraisal** - The principal will collect multiple sources of data to increase reliability and develop as complete a picture as possible of a teacher's instructional effectiveness and overall performance. The teacher is also encouraged to provide such data. These multiple sources of data will help the principal assess the teacher's instructional effectiveness and overall performance.

Classroom observations will provide the basis for much of this data collection. Other relevant sources of data include, but are not limited to, artifacts of teaching, evidence of student learning, professional goal-setting data, and self-assessment data.

The principal will complete a minimum of two 30-minute classroom observations prior to writing the teacher's summative appraisal. The principal and teacher will schedule one of these classroom observations, and will hold a pre-conference prior to this classroom observation. Any additional pre-conferences will be scheduled by the principal. Unless mutually agreed upon, the teacher and principal will hold a post-conference within three days of each of these observations.

Teachers will collect self-assessment data as part of the summative appraisal process. Teacher self-assessment activities may include completing a teacher self-appraisal document and soliciting student and peer feedback about the teaching/learning process.

- **Summative Appraisal Document**

The written summative appraisal document (Teaching Performance Standards Form) communicates the principal's overall assessment of the teacher's performance based on the school's performance competencies. These thirty performance competencies are categorized into five areas:

- Planning and Preparation
- Managing the Classroom Environment
- Managing Learning
- Supporting Individual Students
- Professional Responsibilities

Performance standards indicate the teacher's level of competence for the performance competency. The principal will rate the teacher in each competency according to the standard that best describes the teacher's performance. These four standards are, 'distinguished,' 'proficient,' 'basic' and 'unsatisfactory.'

Performance indicators are identified for each competency in order to define and specify teacher behaviors representative of that competency. The more indicators a teacher demonstrates effectively, the more likely the teacher is performing at the 'professionally competent' standard.

- **Summative Appraisal Conference**

The principal will review and discuss the written summative appraisal document with the teacher during the summative appraisal conference. The teacher may respond on this document or on a separate sheet within two weeks of the summative appraisal conference.

Copies of the signed summative appraisal document will be distributed to the teacher, the Head of School and the teacher's personnel file.

Targeted Intervention

If it is determined by the principal that a teacher's performance does not meet a performance standard(s), it will be brought to the attention of and discussed with the Head of School. The teacher and principal will develop a targeted intervention plan focused on specific areas of improvement with strategies prescribed by the principal. This is a more structured process with a short term and specific timeline. It is designed to assist the teacher in meeting the standard(s). If there is no improvement, it serves as a due process if the principal's recommendation to the Head of School is not to re-employ the teacher.

14a. Goal Setting Form

Goals for the period:

Actual date of review meeting:

Area of Responsibility	Goals or Targets	Success Criteria	Resources and Support Required

14b. Teaching Performance Standards

Name:

Date:

1: PLANNING & PREPARATION

(Danielson, 2007)

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating Knowledge of Subject Content and Pedagogy	❑ Teacher displays little understanding, of the subject area specialism or of best practice in instructional technique	❑ Teacher displays basic understanding of the subject area specialism and of best practice in instructional technique but there remain some gaps	❑ Teacher demonstrates solid understanding of the subject area specialism. Instructional practices reflect current pedagogical knowledge	❑ Teacher’s knowledge of the specialism and of pedagogy are extensive showing evidence of a continuing search for improved practice
1b. Selecting Instructional Goals	❑ Teacher’s goals represent trivial learning, or are stated only as instructional activities, and they do not permit viable methods of assessment	❑ Teacher’s goals are of moderate value, consisting of a combination of goals and activities, some of which permit viable methods of assessment	❑ Teacher’s goals represent valuable learning, they are linked to the curriculum framework and permit viable methods of assessment	❑ Teacher articulates high level learning goals, related to the curriculum framework and standards. They permit viable methods of assessment
1c. Planning for Assessment of Student Learning	❑ Teacher’s plan for assessing student learning contains no clear criteria or standards and lacks congruence with instructional goals. Teacher has no plans to use assessment results in designing future instruction	❑ Teacher’s plan for assessment of student learning is partially aligned with the instructional goals and includes criteria and standards that are not entirely understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole	❑ Teacher’s plan for assessment of student learning is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to the student. Teacher uses the assessment to plan for groups of students or individuals	❑ Teacher’s plan for assessment is fully aligned with instructional goals, containing clear assessment criteria and standards that are understood by students and also show evidence of student participation. Teacher uses the results of assessments to continuously improve instructional design and delivery
1d. Designing Coherent Instruction	❑ The various elements of instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure	❑ Some of the elements of instructional design support the stated goal and engage students in meaningful learning, while others do not. Teacher’s lesson or unit has no recognizable structure	❑ Most of the elements of the instructional design support the stated goals and engage students in meaningful learning. The lesson or unit has a clearly defined structure	❑ All of the elements of the instructional design support the stated goals, engage students in meaningful learning, and show evidence of student input. The lesson or unit is highly coherent, has a clear structure
1e. Adapting Teaching Plans or Materials	❑ There is no evidence that lesson plans have been adapted to accommodate the needs of individual students in the class, or the group dynamic, or as a result of learning from reflections on previous lessons	❑ The teacher makes some attempt to adjust plans as a result of the needs of students, both individually or as a group, and shows evidence of learning from reflections on previous lessons	❑ The teacher adjusts instructional goals and lesson plans to cater for the needs of individuals and applies lessons learned from reflections on previous lessons	❑ The teacher is expert at adjusting instructional goals and lesson plans to cater for the needs of individuals and to allow for group dynamics, whilst keeping the class on track. Learning from reflections is consistently built into unit and lesson planning
1f. Preparation and Organization	❑ Planning is done at the last minute, if at all. Resources are poorly organized and classroom time is wasted through inefficiency	❑ Plans are usually made in good time before the lesson and materials acquired. There is still a lack of organization and thoroughness	❑ Planning is consistently carried out in good time. Resources and materials are acquired or prepared in advance and are well organized	❑ Plans are made in advance and are well documented and organized. Resources and materials are acquired or prepared and the classroom is exceptionally well organized to maximize time spent on learning

1g. Contributing to Team Planning	<input type="checkbox"/> Teacher makes little or no attempts to plan with colleagues, and no contribution to producing resources for the team	<input type="checkbox"/> Teacher complies with School requirements for team planning and makes some effort to contribute to team resources	<input type="checkbox"/> Teacher participates actively in team planning and makes regular contributions to team resources	<input type="checkbox"/> Teacher makes a substantial contribution to team planning and is proactive in ensuring that the team accomplishes important goals
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2: MANAGING THE CLASSROOM ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Creating and Environment of Respect and Rapport	<input type="checkbox"/> Classroom interactions, both between the teacher and students and among the students are negative or inappropriate and characterized by sarcasm, put-downs or conflict	<input type="checkbox"/> Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity	<input type="checkbox"/> Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students	<input type="checkbox"/> Classroom interactions are highly respectful, reflecting genuine warmth and caring towards individuals. The teacher role models appropriate behavior personally and coaches students to develop their behavior
2b. Generating Energy and Enthusiasm	<input type="checkbox"/> The teacher talks in a monotone, with little eye contact with student. Expresses through words or actions a disinterest in teaching and dislike of students. Students complain of boredom	<input type="checkbox"/> The teacher expresses enthusiasm for some aspects of the subject matter. Makes eye contact with students and smiles on occasion. Some students occasionally complain of boredom	<input type="checkbox"/> The teacher is generally enthusiastic concerning the subject matter and for teaching in general. The teacher and students express enjoyment of the class time and of each other	<input type="checkbox"/> The teacher expresses high levels of enthusiasm for and interest in the content. The teacher interacts with students in a fun, playful manner, joking when appropriate. Students and teacher enjoy each other
2c. Managing Classroom Procedures	<input type="checkbox"/> Classroom routines and procedures are either non-existent or inefficient, resulting in the loss of much instruction time	<input type="checkbox"/> Classroom routines and procedures have been established but function inconsistently with some loss of instruction time	<input type="checkbox"/> Classroom routines and procedures have been established and function smoothly for the most part with little loss of instruction time	<input type="checkbox"/> Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning
2d. Managing Student Behavior	<input type="checkbox"/> Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior	<input type="checkbox"/> Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful	<input type="checkbox"/> Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students	<input type="checkbox"/> Teacher involves students in agreeing and monitoring standards of behavior. Teacher's monitoring of student is subtle and preventative, and teacher's response to student misbehavior is sensitive to individual student needs
2e. Organizing Physical Environment	<input type="checkbox"/> Teacher makes poor use of the physical environment, resulting in inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities	<input type="checkbox"/> Teacher's classroom is accessible to all students, but the furniture arrangement only partially supports the learning activities	<input type="checkbox"/> Teacher's classroom is accessible to all; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities	<input type="checkbox"/> Teacher's classroom stimulates all students to learn with appropriate access ensured, efficient furniture layout and displays appropriate to the maturity and interests of the students

2f. Ensuring Health and Safety of Students	<input type="checkbox"/> Teacher seems unaware of Health and Safety issues. Students may be observed behaving in ways that are unsafe (or borderline). Teacher is an unwilling participant in Health and Safety training and drills	<input type="checkbox"/> Teacher is aware of Health and Safety issues and participates in required training and drills. Students are mostly behaving in safe ways	<input type="checkbox"/> Teacher is proactive in ensuring that he or she is aware of best practice in first aid and safety issues and is alert to potential health or safety hazards, taking corrective action as appropriate	<input type="checkbox"/> Teacher is proactive in ensuring that he or she is aware of best practice in first aid and safety issues and takes the initiative in developing systems and procedures that will prevent health or safety hazards arising
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3: MANAGING LEARNING

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Meeting & Instructing Classes	<input type="checkbox"/> Teacher's time keeping is poor. The teacher shows up late or fails to give adequate notice if he or she is unable to attend. Is reluctant to contribute to the program of after School activities	<input type="checkbox"/> Teacher is usually reliable in keeping time and giving notice if he or she is unable to attend. Contributes to after school activities if required	<input type="checkbox"/> Teacher is always reliable in timekeeping and notice giving. Willingly contributes to the program of after school activities	<input type="checkbox"/> Teacher is always reliable in timekeeping and notice giving. Takes the initiative to develop after School activities that will provide rich opportunities for students to have fun and develop valuable skills
3b. Communicating Clearly and Accurately	<input type="checkbox"/> Teacher's oral and written communication contains errors or is unclear or inappropriate to students	<input type="checkbox"/> Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion	<input type="checkbox"/> Teacher communicates clearly and accurately to students, both orally and in writing	<input type="checkbox"/> Teacher's oral and written communication is clear and expressive, anticipating and possible student misconceptions and ensuring understanding for all
3c. Mastery of Instructional Technique	<input type="checkbox"/> Teacher uses a limited range of instructional techniques. Teacher places undue emphasis on strategies for transferring facts / content	<input type="checkbox"/> Teacher uses some instructional techniques that are designed to enhance understanding and builds some variety into class activities	<input type="checkbox"/> Teacher uses a wide range of techniques to enhance the understanding, thinking and life skills of students	<input type="checkbox"/> Teacher demonstrates mastery of a wide range of instructional techniques, including new developments, and applies them flexibly and appropriately to enhance student understanding and skills
3d. Engaging Students in Learning	<input type="checkbox"/> Students are not intellectually engaged in significant learning with limited student participation and enjoyment	<input type="checkbox"/> Students are intellectually engaged only partially. Teacher uses some variety of activity and some techniques designed to elicit student participation	<input type="checkbox"/> Students are intellectually engaged throughout the lesson. Teacher uses activities, materials and variations of pace and structure to stimulate enjoyment of the class time	<input type="checkbox"/> Students are actively involved in a wide range of engaging activities with variations of type, pace and structure ensuring significant learning and tailored for individual learning styles and needs
3e. Using Information and Communication Technology	<input type="checkbox"/> Teacher is reluctant to use technology even when it would significantly benefit students	<input type="checkbox"/> Teacher demonstrates awareness of subject appropriate technology and is able to use simple ICT tools proficiently	<input type="checkbox"/> Teacher is proficient in a range of information and communication technologies that will make curriculum delivery more effective and incorporates learning of appropriate technology skills into lessons	<input type="checkbox"/> Teacher takes the initiative to keep up to date with developments in technology that will enhance the learning of students and support skill development. Teacher is effective in enhancing the ICT skills of students
3f. Reflecting on Teaching	<input type="checkbox"/> Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved	<input type="checkbox"/> Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved	<input type="checkbox"/> Teacher reflects accurately on the lesson citing general characteristics and makes some specific suggestions about how it might be improved	<input type="checkbox"/> Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies

3g. Ensuring Compliance with Curriculum Standards & Practices	<input type="checkbox"/> Teacher is not yet familiar with the curriculum and is unaware of the standards and practices required	<input type="checkbox"/> Teacher has become familiar with the basic tenets of the curriculum and makes some effort to apply the required standards and practices	<input type="checkbox"/> Teacher is experienced in the curriculum and has internalized the standards and practices so that compliance is effortless	<input type="checkbox"/> Teacher is extremely experienced in the curriculum, coaches and mentors others and contributes to ensuring School-wide compliance with standards and practices
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4: SUPPORTING INDIVIDUAL STUDENTS

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Demonstrating knowledge of students	<input type="checkbox"/> Teacher makes little or no attempt to acquire and utilize knowledge of students	<input type="checkbox"/> Teacher demonstrates partial knowledge of students' backgrounds, skills and interests and attempts to use this knowledge in planning for the class as a whole	<input type="checkbox"/> Teacher demonstrates thorough knowledge of students' backgrounds, skills and interests, and uses this knowledge to plan for groups of students	<input type="checkbox"/> Teacher demonstrates thorough knowledge of students' backgrounds, skills and interests, and uses this knowledge to plan for individual student learning
4b. Involving Parents / Guardians in Student Support	<input type="checkbox"/> Teacher makes little or no attempt to liaise with parents or does so insensitively	<input type="checkbox"/> Teacher makes some attempts to liaise with parents concerning individual students' needs; communicating sensitively and respectfully in the greater part	<input type="checkbox"/> Teacher communicates sensitively and respectfully with parents; sharing information for the benefit of students and developing strategies as required	<input type="checkbox"/> Teacher takes initiative to build strong relationships with parents, encouraging an open flow of information for the benefit of students and fostering collaborative developmental strategies
4c. Maximizing Students' Potential	<input type="checkbox"/> Teacher is not student orientated. Focus is on the subject content that the Teacher wants to convey, rather than the learning of the student. The class is taught as a single whole without efforts to cater for differing student ability levels	<input type="checkbox"/> Teacher makes some attempts to encourage students in their efforts e.g. giving encouragement, setting targets and providing students with affirming and developmental feedback on their work. There is some effort to differentiate learning in order to cater for differing student ability levels	<input type="checkbox"/> Teacher uses a range of strategies to encourage students to reach their full potential e.g. expressing high expectations, facilitating students to set stretch goals, differentiating learning, reinforcing effort and providing affirming and developmental feedback	<input type="checkbox"/> Teacher demonstrates mastery of a wide range of strategies to encourage students to reach their full potential, e.g. expressing high expectations, facilitating students to set stretch goals, differentiating learning, reinforcing effort and providing affirming and developmental feedback
4d. Demonstrating Flexibility and Responsiveness	<input type="checkbox"/> Teacher adheres to instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand	<input type="checkbox"/> Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students	<input type="checkbox"/> Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions	<input type="checkbox"/> Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students
4e. Supporting Students with Individual Needs	<input type="checkbox"/> Teacher is oblivious to the needs and concerns of individual students and unaware of learning differences	<input type="checkbox"/> Teacher is aware of the needs and concerns of individual students and makes an effort to show compassion. Teacher has some knowledge of learning differences	<input type="checkbox"/> Teacher listens with empathy to the needs and concerns of individual students, referring students to Student Support Services as required. Teacher implements strategies for supporting students with learning differences	<input type="checkbox"/> Teacher listens with empathy to the needs and concerns of individual students, offering helpful support and advice; referring students on reaching the limits of own abilities. Teacher develops & implements strategies for supporting students with learning differences

5: PROFESSIONAL RESPONSIBILITIES

COMPONENT		LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
5a. Maintaining Accurate Records	<input type="checkbox"/> Teacher has no system for maintaining accurate records, resulting in errors and confusion	<input type="checkbox"/> Teacher’s system for maintaining accurate records is rudimentary and only partially effective	<input type="checkbox"/> Teacher’s system for maintaining accurate records is efficient and effective	<input type="checkbox"/> Teacher’s system for maintaining accurate records is efficient and effective and students contribute to its maintenance	
5b. Managing and Motivating the Teaching Assistant	<input type="checkbox"/> Teaching Assistant is given low value tasks and chores to accomplish; there is little team work	<input type="checkbox"/> Teaching Assistant is given interesting assignments and involved in teaching students. The Teacher makes an effort to work as a team	<input type="checkbox"/> Teaching Assistant is involved in teaching students and providing individual student support. Teacher actively manages the performance of the TA by setting goals, coaching and giving feedback	<input type="checkbox"/> Teacher actively coaches the Teaching Assistant, transferring skills and knowledge and building his or her capacity to support the learning and development of students	
5c. Contributing to Team and School	<input type="checkbox"/> Teacher speaks negatively about the school; spreading criticism in the community	<input type="checkbox"/> Teacher’s attempts to represent the school are genuine but inconsistent	<input type="checkbox"/> Teacher makes genuine and successful efforts to ensure school mission is honored and promoted. Works in a supportive relationship with colleagues	<input type="checkbox"/> Teacher assumes a leading position in ensuring school mission is honored; maintains an actively supportive status towards colleagues	
5d. Contributing to Professional Development	<input type="checkbox"/> Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills	<input type="checkbox"/> Teacher’s participation in professional development activities is limited to those that are convenient	<input type="checkbox"/> Teacher participates actively in professional development activities and contributes towards the development of colleagues	<input type="checkbox"/> Teacher makes a substantial contribution to professional development of the faculty, leading workshops as requested, coaching and mentoring colleagues etc.	
5e. Contribution to School Development	<input type="checkbox"/> Teacher does not participate in non-instructional activities	<input type="checkbox"/> Teacher complies with requirements for non-instructional activities	<input type="checkbox"/> Teacher participates in a variety of non-instructional activities. Contributes to the development of new projects and innovative thinking	<input type="checkbox"/> Teacher participates actively in a variety of non-instructional activities. Shows leadership in finding solutions to problems and developing innovations	

14c. LEARNING SNAPSHOT

Teacher		Date	
Class		Part of Class Observed	<input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> End
Observer			
Duration			

Observers mark ✓ if evidence seen; ✕ if contradictory evidence seen; leave blank if there was no opportunity to observe or not applicable

Teaching Performance Standard 1: PLANNING & PREPARATION

Teacher Standard...	Students Are...
1a. Demonstrating Knowledge of Subject Content and Pedagogy	<p>❑ <i>Acquiring accurate content knowledge and technique</i> Information passed to students is correct and error-free; strategies reflect current best practise in subject area specialism Other / notes:</p>
1b. Selecting Instructional Goals	<p>❑ <i>Working towards clearly identified learning goals</i> Posted lesson outcomes / standards, learning concepts clearly defined, clear criteria, advance organizers, outline of goals (including understanding goals) and expectations in advance, clear instructions Other / notes:</p>
1c. Planning for Assessment of Student Learning	<p>❑ <i>Provided with or involved in developing or using assessment rubrics</i> Rubrics clearly linked to instructional goals, performances of understanding, using language understandable to students Other / notes:</p>
1d. Designing Coherent Instruction	<p>❑ <i>Engaged in activities which clearly support accomplishment of the learning goals</i> Lesson has a clear structure, activities in which the students are engaged are likely to result in goal accomplishment, especially higher level thinking goals, skill development and understanding, student groupings are appropriate Other / notes:</p>
1f. Preparation and Organization 2c. Managing Classroom Procedures	<p>❑ <i>Spending most of the time learning</i> Resources and equipment are organized so that students can access them quickly and efficiently, resources are appropriate to the learning goals, classroom is tidy, there is evidence of classroom routines Other / notes:</p>

Teaching Performance Standard 2: MANAGING THE CLASSROOM ENVIRONMENT

Teacher Standard...	Students Are...
2a. Creating an Environment of Respect and Rapport	<p>❑ <i>Treated with warmth, caring and respect</i> Teacher exhibits caring and warmth, students are not embarrassed or put down, cultural and personal differences are catered for and respected Other / notes:</p>
2b. Generating Energy and Enthusiasm	<p>❑ <i>Enthusiastic and energized</i> Teacher and students express enthusiasm and interest, teacher interacts in a fun, playful or joking fashion as appropriate; students are engaged in interest-generators, attention-grabbers, humor Other/notes:</p>

2d. Managing Student Behavior	<p>❑ <i>Behaving well</i> Standards of behavior posted, teacher is aware of and alert to student behavior (eyes in the back of head!), potential problems dealt with pre-emptively, students coached in appropriate behavior Other / notes:</p>
2e. Organizing Physical Environment	<p>❑ <i>In an attractive learning environment</i> All students have access to learning resources, furniture arranged to support learning activities, age appropriate displays Other / notes:</p>
2f. Ensuring Health and Safety of Students	<p>❑ <i>Behaving safely in a safe environment</i> Using appropriate safety equipment, no safety hazards observable in environment, students managed to behave safely Other / notes:</p>

Teaching Performance Standard 3: MANAGING LEARNING

<i>Teacher Standard...</i>	<i>Students Are...</i>	
3b. Communicating Clearly and Accurately	<p>❑ <i>Receiving new content or vocabulary</i> Clear and concise oral presentation / demonstration; use of visual aids; use of non-linguistic representations; written materials are attractive, well-structured and error-free; audio visual materials are well chosen and appropriate; all support the identified learning goals of the lesson Other / notes:</p>	
3c. Mastery of Instructional Technique	<p>❑ <i>Relating new concepts to prior knowledge</i> Creating links to new content and vocabulary, shared experience, brainstorming, anticipatory guides, advance organizers, previous lesson review Other / notes:</p>	<p>❑ <i>Using strategies to determine similarities and differences</i> Making comparisons and contrasts, analogies, similes, metaphors and classifying Other / notes:</p>
	<p>❑ <i>Generating and testing hypotheses</i> Problem solving, historical investigation, experimental enquiry, decision making, project work Other / notes:</p>	<p>❑ <i>Learning / applying content-relevant strategies</i> Acquiring and practicing strategies for reading, writing, understanding, researching, designing, memorizing, etc. Other / notes:</p>
	<p>❑ <i>Working cooperatively with others</i> Task based groups, guided interactions with peers, jigsaw activity Other / notes:</p>	<p>❑ <i>Using visuals / graphic organizers</i> Concept/mind maps, comparison & cause-effect charts Other / notes:</p>

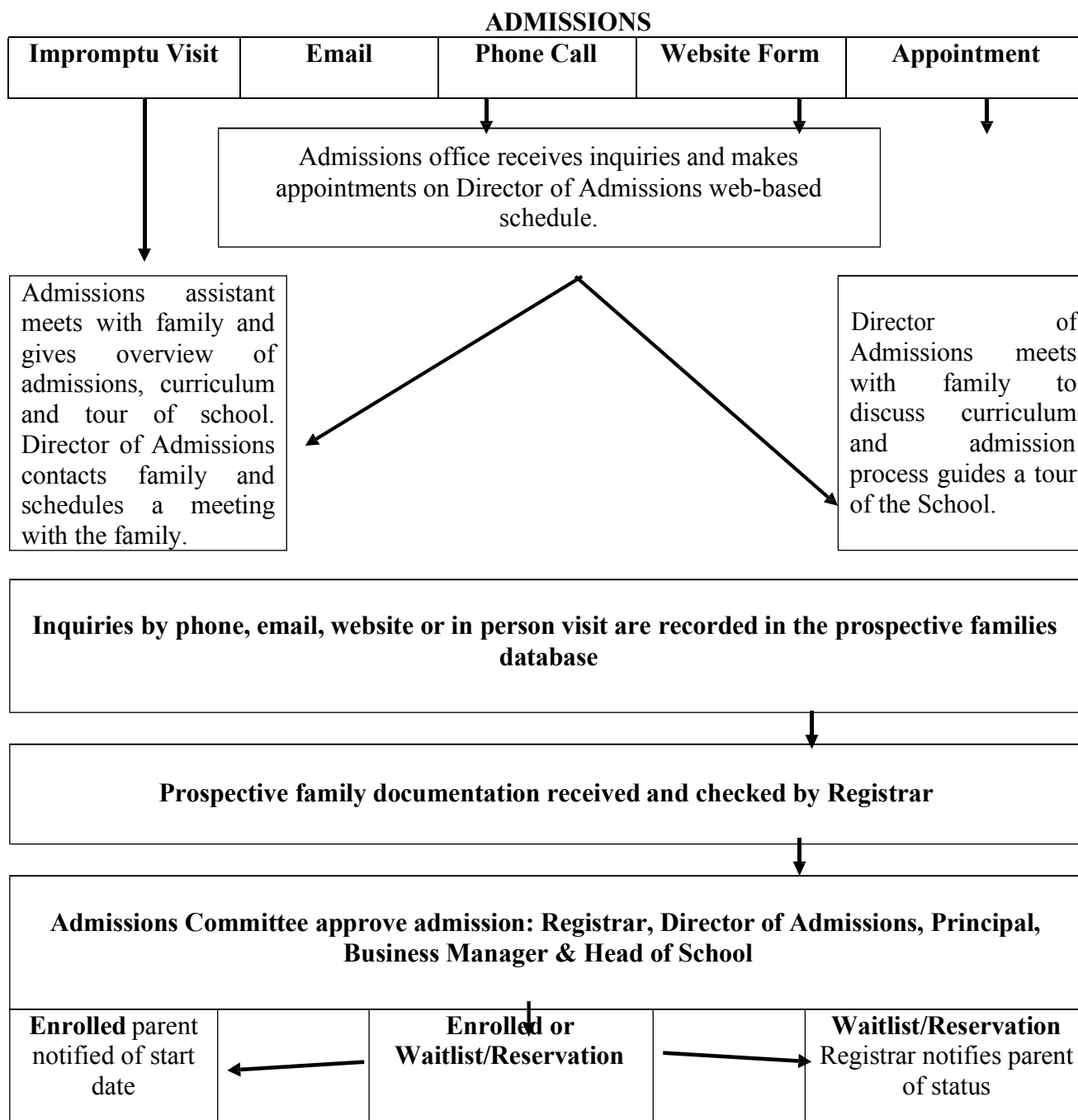
Teacher Standard...	Students Are...
	<div> <div> <input type="checkbox"/> Participating orally Students answering questions, group discussion, dialogues, students giving oral presentations, student acting as teacher Other / notes: </div> <div> <input type="checkbox"/> Using models / exemplars Modelled steps for a task, concrete examples of finished product, illustrations, stories Other / notes: </div> </div>
	<div> <div> <input type="checkbox"/> Summarizing and note taking Verbal and/or written summaries provided, note-taking organizers, developing summarizing strategies Other / notes: </div> <div> <input type="checkbox"/> Engaged in homework or practice Reviewing homework, explaining correct answers, practicing skills, using/creating assessment rubrics Other / notes: </div> </div>
3d. Engaging Students in Learning	<input type="checkbox"/> Actively participating Hands-on learning, short simulations, games, manipulatives, debates, role play, reader's theatre, cooperative activities, competitive activities, performing experiments, constructing models; variety of learning styles catered for Other / notes:
3e. Using Information and Communication Technology	<input type="checkbox"/> Using technology Using computer programs, creating/using audiotapes, creating videotapes, calculators, developing IT skills Other / notes:

Teaching Performance Standard 4: SUPPORTING INDIVIDUAL STUDENTS

Teacher Standard...	Students Are...
4c. Maximizing Students' Potential	<div> <div> <input type="checkbox"/> Facilitated to set individual learning goals Setting goals, expressing belief in student potential Other / notes: </div> <div> <input type="checkbox"/> Engaged in differentiated learning Ability matched groups, materials, tasks, expectations Other / notes: </div> </div>
	<div> <div> <input type="checkbox"/> Taking/reviewing a test, exam or quiz Test clearly linked to learning objectives of lesson / unit / performances of understanding; feedback within few days of test; explanations given; opportunity to repeat until correct Other / notes: </div> <div> <input type="checkbox"/> Receiving feedback (other than grades) Coaching for quality, active monitoring, teacher-led critique groups, conferences, spot checking, ladder of feedback Other / notes: </div> </div>
	<div> <div> <input type="checkbox"/> Reflecting on own learning Learning journal, partner dialogue, reciprocal teaching Other / notes: </div> <div> <input type="checkbox"/> Receiving recognition and reinforcement Strategies for recognizing and reinforcing effort Other / notes: </div> </div>

4d. Demonstrating Flexibility and Responsiveness	<input type="checkbox"/> <i>Able to contribute to directing their own learning</i> Responding to student questions, understanding and interests; teaching plans adjusted to accommodate student needs Other / notes:
4e. Supporting Students with Individual Needs	<input type="checkbox"/> <i>Supported with individual educational and social/emotional needs</i> Needs of students with learning differences are accommodated; teacher acts as mentor for students personal issues; contributes to the individual education plan Other / notes:

15. Inquiry and Induction Process for Admissions



Orientation Checklist

Name: _____ Homeroom _____ First Day of School _____

Dean of Students Sign _____ Date _____	<input type="checkbox"/> Collect Schedule <input type="checkbox"/> Student Handbook <input type="checkbox"/> Sign ICT, Behavior & Academic Honesty Agreements <input type="checkbox"/> Meet Homeroom Teacher or Buddy <input type="checkbox"/> Gets Assigns Locker
Homeroom Teacher Sign _____ Date _____	<input type="checkbox"/> Checks Schedule <input type="checkbox"/> Meet Buddy <input type="checkbox"/> Checks Locker Assignment
Principal Sign _____ Date _____	<input type="checkbox"/> Meet Principal <input type="checkbox"/> Ask any questions
Principal's Administrative Assistant Sign _____ Date _____	<input type="checkbox"/> Collect Homework Record Book <input type="checkbox"/> Check Locker Assignment
After School Activities Coordinator Sign _____ Date _____	<input type="checkbox"/> Complete Sports and Extracurricular Activities Form
Library Sign _____ Date _____	<input type="checkbox"/> Library Introduction <input type="checkbox"/> Library Account <input type="checkbox"/> Take Photo <input type="checkbox"/> MLA Document
ICT Dept Sign _____ Date _____	<input type="checkbox"/> ICT Introduction <input type="checkbox"/> User Account <input type="checkbox"/> Take Photo <input type="checkbox"/> Collect ID Card
Business Office No Signature Required	<input type="checkbox"/> Sports equipment <input type="checkbox"/> Lunch Tokens
School Counselor Sign _____ Date _____	<input type="checkbox"/> Completed all the above <input type="checkbox"/> Return form to admissions office

This form should be completed within two weeks from starting school. Your homeroom teacher or buddy will be able to help you complete the steps. The completed form should be given to the School Counselor

16. Withdrawal from School

Notification by parents

1. Parents/Legal Guardians are requested to give the Registrar advanced, written notice of the departure of a Student.
2. Grade 12 students shall be discouraged from withdrawing early as it could affect their ability to complete all their graduation requirements.

This request should be published in the Student/Parent Handbook but should also be made verbally by whoever learns of the parent's intention.

Interview with Principal

1. Upon notification by the Registrar of a student's intended departure, the Principal contacts the parents at the first opportunity to enquire as to the reasons for departure.
2. Interviews may be conducted over the telephone if felt appropriate by the Principal
3. If departure is unavoidable (e.g. because the family is moving), the Principal gathers information concerning any help and support that are needed and informs the relevant member of staff. The Principal gives the Parent/Student exit survey (sample follows) to the parent and asks that the student return it to the Principal upon completion.
4. If the departure is avoidable (e.g. because the parents are dissatisfied), the Principal encourages the parents to attend a face-to-face meeting with him/herself and the Coordinator of Student Support Services. The Principal makes every effort to address the concerns and initiates corrective action to ensure that the same problems do not occur in future
5. Principals are encouraged to keep records of reasons for departure and to make a thematic analysis for presentation to the Head of School annually.

Completion of Departing Students Checkout Form

6. At the end of the school year, or if a student is leaving early, all Senior School Students are responsible for returning all school property to the relevant teacher and obtaining the signature of that teacher. Students also need clearance from the Business Office and Library.
7. After all signatures have been obtained the form should be handed over to the homeroom teacher.
8. School report card/transcripts are handed out on completion of the Departing Students Checkout Form, which follows this document.
9. School report card/transcripts will not be handed over if there is anything outstanding on the Departing Students Checkout Form.
10. Completion of the Departing Students Checkout Form is mandatory; the school is not obliged to carry out any correspondence for a student who does not meet the requirement.

Parent/Student Exit Survey

Dear Parent,

Thank you for selecting our school for your student's education. No matter how long you have been a part of the school, your feedback is very important so we can continually improve the school and its programmes. Please take a few moments to provide us with an appraisal of the general areas listed below for each of your students. Thank you

Student Name _____

Date of enrolment _____

Grades attended _____

Date survey was completed _____

1. We are leaving the school for the following reasons:

2. Admissions process, registration and orientation

☐ Excellent ☐ Adequate ☐ N/A – no basis for judgment ☐ Weak

Comments _____

3. Educational programs (curriculum, scheduling)

☐ Excellent ☐ Adequate ☐ N/A – no basis for judgment ☐ Weak

Comments _____

4. Instructional program (teaching, motivation, expectations)

☐ Excellent ☐ Adequate ☐ N/A – no basis for judgment ☐ Weak

Comments _____

5. Student Support Services (counseling and guidance, Special needs)

☐ Excellent ☐ Adequate ☐ N/A – no basis for judgment ☐ Weak

Comments_____

6. Sports and activities

☐ Excellent ☐ Adequate ☐ N/A – no basis for judgment ☐ Weak

Comments_____

7. School facilities

☐ Excellent ☐ Adequate ☐ N/A – no basis for judgment ☐ Weak

Comments_____

8. Communication between the School and families

☐ Excellent ☐ Adequate ☐ N/A – no basis for judgment ☐ Weak

Comments_____

9. General administration of the School

☐ Excellent ☐ Adequate ☐ N/A – no basis for judgment ☐ Weak

10. General suggestions – please comment, if you desire.

Thank you for taking the time to complete this survey. We wish you and your family the very best in your future endeavours.

Departing Student Checkout Form

Name of Student_____

Last full day of school, if leaving before end of school year._____

New school name and contact information_____

Subject	Teacher sign here if all OK	Damage to school property or outstanding, teacher notes here
Mathematics		
English		
Science		
Geography		
History		
Other language		
Music		
Drama		
Information Technology		
Physical Education		
Art		
Library		
Other subjects not listed		

Thank you. Now submit the completed form to you Home Room teacher.

17. Reception Services

Staffing of Reception Desk

The following reception desks are the major areas where visitors / customers are received and to whom these procedures apply:

Reception Area	Customers	Supervisor	Staffed by
Main School Reception Desk	All visitors to the school	Assistant to the Head of School	Admissions Assistant Administrative Assistant to the Head of School
Business Office	Parents & staff regarding financial matters	Business Manager	Business Administrative Assistant
School Shop/Store	Parents and students requiring merchandise	Community Liaison Coordinator	Members of the Parent Teacher Association
Lower Grade Level Office	Lower Grade level staff, parents and students	Lower Grade Level Principal	Lower Grade Level Administrative Assistant
Upper Grade Level Office	Upper Grade Level staff, parents and students	Upper Grade Level Principal	Upper Grade Level Administrative Assistant
Print Room	Staff requiring printing, photocopying and administrative support	Logistics and Administration Manager	Print Room Officer

12. Supervisors are responsible for negotiating working hours with the reception staff in order to ensure adequate coverage of the reception desk.
13. In particular, supervisors arrange appropriate timing of lunch breaks or temporary cover for the reception staff so that reception desks can remain staffed during the main school lunch time.
14. Reception staff inform their supervisor if they need to leave for a task that will take them away from the reception desk so that the supervisor can arrange coverage if necessary.

Incoming Visitors and Communications

The following standards of customer care are used at all times:

Visitors

- Eye contact is made with the visitor as soon as they arrive to let them know that they will be attended to shortly, even if the member of staff is speaking on the telephone or dealing with another customer
- All customers are greeted with a warm smile and welcome

- Receptionists listen actively to the request of the visitor in order to understand their need
- According to the nature of the request, the receptionist will either supply the necessary information themselves, or pass the visitor on to the appropriate person
- It is a security issue that visitors are not left to wander the campus un-escorted. Wherever possible, and especially if the visitor is unknown, visitors are escorted to the appropriate destination rather than given directions. This may be done by phoning a member of staff to collect them, or from the main reception desk the Office Messenger may be called upon to act as escort
- If a visitor is required to wait, they are offered comfortable seating and a drink. The member of staff concerned is made aware that they have a visitor waiting
- If the staff member is unavailable, the receptionist liaises between the visitor and the member of staff to schedule an appropriate meeting time

Telephone

- Telephone calls are answered within three rings. If the receptionist is dealing with a visitor at the time, they excuse themselves to answer it or request a colleague to pick up the phone
- Telephone callers are also greeted with a warm smile and welcome since this can be perceived by the caller in the tone of voice
- Receptionists listen actively to the request of the caller in order to understand their need
- According to the nature of the request, the receptionist will either supply the necessary information themselves, or forward the caller on to the appropriate person

E-mails and Faxes

- The e-mail account relevant for each reception desk is checked throughout the day
- The fax machine rings for attention and receptionists deal with it immediately
- According to the nature of the request, the receptionist will either supply the necessary information themselves, or forward the mail on to the appropriate person
- Wherever possible e-mails are given a response on the same day; faxes immediately

Message Receipt and Follow Up

If a receptionist takes a message, she or he is responsible for ensuring that it is received by the individual concerned.

1. All messages are written down to ensure accuracy of transmission and that they are not forgotten; receptionists should routinely take contact details of the sender
2. Most messages from the main School reception are recorded onto a message slip which is sent by hand with the Office Messenger
3. From other reception desks, messages are passed either by hand or by e-mail if they are not urgent

Radio Call

There is a radio link between the reception office and the School Security Office. The purpose of this is to enable communication in the event of an emergency.

- The receptionist checks in with them once per week, according to an agreed schedule, in order to confirm that the system is functioning correctly

- The radio is left on standby at all times day and night
- The receptionist responds to incoming calls immediately and takes urgent action as appropriate
- An emergency must be reported instantly to the Head of School, or his or her Deputy, even if they have to be interrupted

Processing of Mail

Incoming Mail

1. The School mail box is collected once a day and taken to the Print room for processing
2. Print room staff put entitled envelopes unopened into the mail boxes of the staff concerned
3. Envelopes that are addressed to the school in general are:
 - Opened in order to determine which staff member they should be forwarded to
 - Date stamped
 - Put into the mail box of the appropriate member of staff.

Outgoing Mail

1. Staff members take their letter or package to the Print Room:
 - If the package is personal, it is weighed and the member of staff buys appropriate stamps.
 - If the package is work-related it is weighed and stamped at no charge to the staff member
 - The Print Room Officer keeps an account book of stamps used and monies received
2. Outgoing mail is securely stored in the Print Room and collected by a driver each day for taking to the Post Office
3. Urgent mail may be couriered and the Print Room Officer calls a courier company to come and collect it; invoices for this service are passed to the Business Office Administrative Assistant with instructions for payment
4. If a courier charge is personal for a member of staff, the name of the member of staff is written on a piece of paper and attached to the invoice so the employee may be charged for the amount.

18. Strategic and Operational Planning

The 5-Year Strategic Plan

The Board Members, facilitated by the Head of School are responsible for developing / updating the Strategic Plan every 5 years. It is essential for the school to have a well-researched and effective Strategic Plan and so time and resources need to be invested in a professional and thorough process. If necessary, the Board and Head of School may identify an external consultant to provide guidance.

There are many different and equally valid ways of developing a Strategic Plan and it is expected that the Head of School will have some personal preferences.

Guidelines for development of the 5-Year Strategic Plan:

1. Strategic Development Team, to be led by the Head of School, is appointed by the Board. Team members need to be chosen according to their proven competence in strategic planning, rather than for political reasons. It is essential that all members of this core team have high levels of strategic thinking and a 'futures' orientation, with the ability to lay aside personal issues and concerns in order to consider the bigger picture. Team members may be drawn from the Board, the Executive Management Team, staff, parents, students and members of the community. The role of the Strategic Development Team is to coordinate the strategic planning process and to present a proposed strategic plan, or a number of well-researched strategic options to the Board for their consideration.
2. The Strategic Development Team researches the process that will be used to develop strategy. The proposed process is presented to the Board for their approval before continuing.
3. The Strategic Development Team coordinates a process of strategic analysis, gathering and processing data in order to build a picture of the strategic context of the school. The following activities might be included:
 - Development of a 'futures perspective' through discussion and trend analysis with as wide a variety of people as possible. In particular, the advice of experienced educators should be sought in order to identify future developments in the world of international education.
 - Identification of the 'Stakeholders' whose cooperation is necessary for the success of the school (e.g. Staff, Students, Parents, owners etc.) and a systematic analysis of their needs and wishes. The formation of focus groups in order to facilitate extensive consultation is recommended.
 - A strategic market analysis which would include identification of potential and actual customers and competitors, market audits, identification of the unique capacities and potential contribution of the school.
 - A re-evaluation and re-formulation of the Vision, Mission and Values of the school and articulation of the 'the School Brand'.
 - A critical evaluation of the current effectiveness of the school against the revised Vision, Mission, Values and 'Brand Promises', through surveys, systematic data collection and discussion. If desired, the data can be processed using a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) or some other model for strategic analysis (e.g. the Boston Consulting Group matrix).
 - A systematic analysis of the external influences that might impact the success of the school both currently and in the future. This might include researching the political, economic, social, technological, legal and environmental (PESTLE analysis) contexts within which the school operates

4. The Strategic Development Team considers all of the information gathered through strategic analysis and identifies a number of key themes. Ideally, the number of themes should not exceed five, or implementation becomes unmanageable.
5. For each key theme, the Strategic Development Team considers possible future directions which the School might take. At this stage there might also be an analysis of how predictable the future appears to be and whether structured strategic planning is feasible, or if a more emergent (learn & review) approach might be more appropriate.

Once some strategic options have been developed, the Strategic Development Team reports back to the Board, making recommendations as appropriate. The Board consider the options or recommendations and decide upon approximately five major areas of focus for the future.

6. For each area of focus that is chosen by the Board, a formally worded strategic objective is developed by the Strategic Development Team. The strategic objectives should have at least a five year perspective and should, in some ways, represent a sub-vision for the school in each area. It is vital that the language used in these strategic objectives is 'outcome orientated' and inspirational.
7. For each strategic objective, a number of sub-goals are also identified and these are articulated as statements of strategic intent. In addition, indicators are identified by which the Board will be able to track progress against each objective. A presentation is again made to the Board and an opportunity given for debate.
8. The strategic objectives are then taken forward by the Head of School for further operational planning within the school. It is important for the staff to be actively engaged in understanding the strategic plan and their role in implementing it. For instance, a number of planning teams might be formed who will consider the tactical implications of each statement of strategic intent. The planning teams produce broad action plans, along with time-lines and responsibilities for implementation.
9. The broad action plans are then incorporated into the overall strategic plan and the final document is presented to the Board for approval.

Important note: Re-accreditation of the school takes place approximately every ten years. The self-study process is extremely time-consuming and experience has shown that it is wise not to have any major strategic initiatives launched in an accreditation year. In addition, the commendations and recommendations from accreditation visitation teams will provide helpful information to be considered for the development of the next strategic plan. This suggests that the ideal sequence would be for strategic planning to take place just after the accreditation process.

After completion of the Strategic Plan, the resourcing implications are considered in order to develop the Human Resources and the Business Plans:

Procedure for development of the Strategic Human Resources Plan:

The Strategic Human Resources Plan is a 5-year strategic plan; it is supported by a Staffing Plan which is updated annually. The Strategic Human Resources Plan is developed by the Head of School who may seek assistance from a consultant.

1. Looking at the school 5-Year Strategic plan, each statement of strategic intent is considered in turn, along with the specific goals that have been articulated. The human resource implications are considered and, in particular, the following issues are noted:
 - Changes in work activities which might necessitate changes in job roles and/or organization structure
 - Changes in workload, or financial issues, that might impact staffing levels
 - Staff competency requirements that might impact the recruitment, performance management and training and development systems

- Strategic changes that might require managed change in order to secure staff commitment
2. The wider context within which the school operates is analyzed to determine any critical success factors to do with people. This may include appreciating the strengths and weaknesses of the school and the opportunities and threats that it faces in the light of:
 - The performance of the school against strategic measures of success
 - The quality of team working, morale and levels of commitment among the staff including feedback from exit interviews and any other staff surveys or management reports
 - Any other factors that might influence staff retention
 - The political, economic, social, technological, legal and environmental contexts within which the school operates
 - The activities of other international, public, private or charter schools
 3. The existing Human Resources policies and procedures are analyzed to determine the extent to which they support accomplishment of the strategic intentions of the school and the critical success factors identified in the previous two steps. Any gaps are noted.
 4. Based on the analysis so far, statements of strategic intent are developed for the Human Resource Management of the school. As with the Strategic Plan, these are accompanied by specific goals and targets, and an analysis of the resources necessary for their accomplishment.
 5. The capacity of staff to develop and deliver the stated Human Resources interventions is appraised. Any additional resources (human or financial) or professional development activities that are necessary to raise the capacity of the school to deliver the Strategic Human Resources Plan should be articulated.
 6. The resourcing implications of the Strategic Human Resources Plan are then taken into consideration when developing the Business Plan. If necessary, the Human Resources Plan is adjusted according to the availability of financial resources.

Procedure for development of the Business Plan:

The Business Plan is a 5 year rolling plan which is developed and updated annually by the Head of School, Business Manager and the Board. The Business Plan is developed as follows:

1. Looking at the School 5-Year Strategic plan, each statement of strategic intent is considered in turn, along with the specific goals that have been articulated. The financial implications of each goal are noted.
2. The Human Resources Strategic Plan and the most recent Annual Staffing Plan are also considered in order to identify the financial implications of proposed staffing.
3. The most recent Facilities Plan is also studied in order to determine likely capital expenditure.
4. Enrollment projections are studied in order to review the status of the capital fundraiser campaign and identify trends, and an estimate of likely income from school fees is made.
5. The Director for Institutional Advancement is consulted in order to review the status of the Capital Fundraising Campaign and determine the likely availability of grants and additional sources of funding
6. The projected income and expenditure are then compared and a process of negotiation initiated if necessary to match the two. This may involve requesting the Head of School and Board to make adjustments to the Strategic Plan.
7. Once the general balance of projected income and expenditure has been made, a detailed Annual Budget is drawn up. The Budget is presented for approval by the Board.
8. Once actual enrollment figures are known at the beginning of the school year, the Annual budget is adjusted and approved by the Board.

Operational Planning

In addition to the 5-year cycle of strategic planning, the following operational plans are developed:

- Staffing Plan: Updated annually
- Marketing Plan: Updated annually
- Facilities Plan: Updated every 2 years

Procedure for development of the Annual Staffing Plan

In addition to the Human Resources Plan which, like the Strategic Plan, is updated every five years, an Annual Staffing Plan is prepared by the Head of School. The Annual Staffing Plan is developed as follows:

1. The map of school-wide Key Work Activities is analyzed to ensure that it continues to be in line with the Strategic Plans of the school and the realities of the day-to-day work involved in operating the school. If necessary, the map is revised using a participative process to ensure full commitment, particularly from the school management. The map should accurately represent the day-to-day work that needs to be carried out in order to meet the strategic objectives of the school.

Note: At this stage, it is also helpful to assess whether the school is only carrying out essential activities, or whether non-essential (nice to have) activities have crept in. It is normal for some energy to be diverted into creative ideas and new initiatives, but these need to be carefully analyzed to ensure that they are truly adding value.

2. The job descriptions of the school are analyzed at an overview level in order to ensure that the key work activities are efficiently divided up into appropriate job roles.
 - The impact of enrollment on staffing levels. Are teachers under- or over- loaded? Is there a need for additional or fewer support staff? Or additional or fewer teaching staff?
 - The performance of the school against strategic measures of success and, in particular, feedback from ‘customer surveys’. Does feedback indicate an urgent need to add certain activities, or re-distribute work activities between existing roles?
 - Levels of efficiency across the school. Is staff under-utilized or over-stretched?
3. Data from the analysis above is compiled to generate an overview which is presented to the Board by the Head of School in January.
4. Following approval by the board for creation of permanent new positions, the proposed plans are taken forward into the annual budgeting process; plans may need to be adjusted according to the availability of financial resources.

Procedure for development of the Annual Marketing Plan

The 5-year strategic planning process will have carried out much of the analysis that is essential to the formation of a successful marketing plan:

- Analysis of current and potential customer requirements
- Analysis of competitors
- Analysis of the unique capabilities and competencies of the school
- SWOT analysis and other assessments of our internal capacity to deliver
- Articulation of the school brand

The Head of School may decide that further analysis is necessary, perhaps mid-way through the strategic planning period, in which case he or she might initiate further studies or engage a consultant

as appropriate. In particular, conversations with organizations which send large numbers of students to the school should be conducted on an ongoing basis, and information on their needs used to inform the marketing plan.

The annual marketing plan articulates the following:

1. The marketing mix:
 - Product – the programmes and services that are (or will be) offered by the school, particularly highlighting the points of excellence that can be used to attract potential parents
 - Price – the fees structure and any financial incentives that will be offered
 - Promotion – advertising strategies (content and choice of media) and other promotional strategies (e.g. events, personal visits etc)
 - Place – if the location is fixed, the bus route strategy could be included here
2. Ansoff's Matrix is a helpful tool which may be used to assist with planning if desired:

	Existing Product	New Product
Existing Market	<u>Market Penetration</u> <ul style="list-style-type: none"> • How to increase parent loyalty • How to deal with concerns / needs • How to reach additional similar parents 	<u>Product Development</u> <ul style="list-style-type: none"> • How to modify / enhance our programs and services in order to better meet customer needs
New Market	<u>Market Development</u> <ul style="list-style-type: none"> • How to reach different groups of potential customers 	<u>Diversification</u> <ul style="list-style-type: none"> • How to reach new customers with new products <p><i>Note that these strategies have higher risk.</i></p>

3. The marketing strategies of previous years are assessed for their effectiveness and any that are useful are taken forward into next year's plan.
4. A revised set of marketing strategies are drawn up and presented to the Board in January.

Procedure for development of the Facilities Plan

A formal Facilities Plan is developed every two years:

1. A Campus Expansion and Improvement Committee is formed under the leadership of the Head of School. The committee includes:
 - Principals
 - Director of Admissions
 - Business Manager
 - Director of Institutional Advancement
 - Selected Board members as interest as expertise apply
 - Others as invited by the Head
 of School Membership is approved by the Board.
2. The Committee reviews the 5-year Strategic Plan and identifies any campus developments that are necessary in order to support implementation of the plan.
3. The facilities plan is developed by considering the following:
 - Buildings and facilities required to support and enhance the school's programs
 - Building priorities
 - Optimal placement of buildings and facilities
 - An environmentally friendly campus
 - Health and Safety requirements
 - Effective utilization of the available space on campus
 - Timeline for implementation
4. The financial implications of this plan are also articulated after consideration of the following:
 - Enrollment needed to support the plan
 - Capital fundraising and grant applications
5. The following additional areas may be considered and recommendations made to the Board:
 - Other options that may improve services offered to the community
 - Marketing opportunities provided by the new facilities
6. The Facilities Plan is presented to the Board for approval in January
7. In addition to this formal planning process, the Executive Management Team of the School makes continuous improvements to the facilities. The need for additional facilities development may, for instance, be triggered by the following:
 - Increased enrollment that necessitates the development of additional classrooms
 - Increased staffing levels that necessitate the development of additional offices
 - Health and Safety initiatives that require the development of additional facilities or structures

The Head of School can authorize expenditure under (**insert amount**) and must seek Board approval for amounts in excess.

Progress Reporting

The Head of School gives the following progress reports to the Board:

1. *Concerning the 5 – Year Strategic Plan*

Progress reports are made twice a year in January and May. The Head of School produces a brief written summary of progress against each of the statements of strategic intent. The Head of School may accompany his or her presentation with slides or additional documentation if desired.

2. *Concerning the Human Resources / Staffing Plan*

A report is made annually in January. The Head of School's presentation includes the following:

- Organizational charts showing:
 - The job titles and reporting relationships for the school in general and for educational staffing in particular
 - The numbers of job holders and percentage of time allocated for each role
- Job descriptions for:
 - Newly created positions
 - Any major and significant changes
 - Eliminated positions
- Actual and projected vacancies along with a breakdown of the reasons for those vacancies
- Plans for filling vacancies, to include plans for:
 - Career development of existing staff
 - External recruitment (either locally or internationally)
 - Proposed adjustments to the HR Plan that might be necessary to improve retention
- Analysis of staffing efficiency:
 - ○ Underutilization of staff
 - ○ Staff over-load
 - Recommendations
- Impact of future plans on staffing and recommendations

3. Concerning the Marketing Plan

A report is made annually in January. The Head of School's presentation includes the following:

- An overview of the thinking regarding marketing mix
- An analysis of the effectiveness of past strategies
- Recommendations for future strategies

4. Concerning the Facilities Plan

A report is made annually in January. The Head of School's presentation includes the following:

- A report on progress against the plan
- A report and rationale for any additional facilities recommended by the Campus Expansion and Improvement Committee
- A report and rationale for any additional facilities initiated by the Executive Management Team
- Recommendations for short-term adjustments to the plan and longer term strategies

19. Accreditation

In order for the school to maintain its accreditation, a periodic audit and re-accreditation procedure must be carried out.

The school's systems and administration are audited using documents supplied by the accrediting organization. It should be noted that this auditing and re-accreditation procedure involves extensive preparation which takes a great deal of staff time and energy to complete. It is advisable to hold back on the introduction of any new initiatives or major projects during an accreditation year.

15. The re-accreditation process is launched by the accrediting organization informing the Head of School to notify him or her that accreditation is due.
16. The Head of School passes the notification to an administrator designated to co-ordinate the process
17. The designated administrator liaises with the accrediting organization to arrange a pre-accreditation visit. During this visit, the accrediting team carry out the following activities:
 - Delivery of a workshop for staff explaining the re-accreditation process
 - Provision of up-to-date standards and guidelines
 - Preliminary audit which results in a report and recommendations

Experience shows that the aim of accreditation teams is to help the school to pass the accreditation process. Ample warning is given of areas where the school is likely to fail and time is allowed for corrective actions to be made.

18. The Head of School liaises with the designated administrator to choose and appoint self-study teams; this includes a curriculum review which is co-ordinated by the curriculum coordinator.
19. Using the guidelines provided by the accrediting organization, self-study teams prepare the documentation that will be submitted for accreditation. Teams should use the up-to-date documentation that has been provided by the pre-accreditation team.
20. The documentation produced by the self-study teams is compiled and checked by the designated administrator and forwarded to the accrediting organization.
21. The final stage of accreditation is for the accrediting organization to send a full accreditation team who will carry out a full audit. Re-accreditation may be awarded immediately following the audit, or the school may be informed it must take corrective actions and re-accreditation will then be dependent on successful implementation of the required changes.
22. Between accreditation cycles all systems, procedures, policies and employee appraisals must include the appropriate standards required by the accrediting organization. If a standard is not being met, corrective action must occur immediately.

20. Parent Relations Visitors, Volunteers and Trialing Students

Visitors are welcome on campus. All visitors should report to the Reception Office and respective Principals.

When there is a request to visit a classroom for a longer period of time parents are requested to make an appointment with the appropriate Principal for clearance. Visiting students will be permitted to stay in a class for a maximum two day given there is space. If a student is trialing for possible admission then this stipulation may not be in effect.

Parent volunteers can be a big asset for the school. Volunteers can help with after-school activities, serve as field trip monitors, assist with musical and drama productions and aid lower grade teachers with reading. Family members and friends visiting the school are welcome to visit once they have approval from the Principal or Head of School.

Communication Channels

From time to time, parents or students may have questions about the school program, policies or rules. The proper channel of communication is as follow:

1. Further student/teacher dialogue.
2. Principal's Office will assist in making an appointment.
3. If more discussion is needed at this stage then the Administrative Assistant in the Principal's Office will help to set an appointment with the Head of School or Principal.

Correspondence

All formal correspondence to parents must be computer generated and submitted to the Head of School or Principal for approval before distribution. Correspondence should reflect high standards of professionalism. For "touch base" sort of email correspondences copying the Principal is appreciated.

Telephone Calls

Teaching and Administration members of staff can make personal phone calls, both international and local, at the School reception there will be a charge for the international and mobile phone calls made. There is a book at the reception where staff is required to record the mobile and international calls made.

Parent – Teacher Conferences

Formal parent-teacher and student led conferences are arranged for all parents at the end of the first and second terms. Parent-teacher contact is vital to the success of students. Parents and or teachers may request conferences throughout the year. It is best to schedule an appointment by asking the Principal's Office to arrange this.

Public relations are especially important at all schools. Teachers should meet periodically with parents to discuss the progress of their student and are encouraged to keep a record of such communication.

Appointments should never be made for a time when you are responsible for students. Be sure to notify the receptionist of any expected visitors so he/she may instruct the guards at the main gate.

Report Cards

In general, the school communicates clearly the progress of each student. In addition to report cards, progress reports should be prepared for students that seem to be under-achieving or for those students making considerable progress since the last reporting period. A set date for issuing a

progress report will be given quarterly. Formal parent-teacher conferences enhance communication about student grades. Term or quarterly grades are recorded in the permanent student records. No student or parent should be surprised by a relatively poor grade; students and parents must be appraised about the potential of a dip in performance while there is ample opportunity for the student, teacher and parents to collaborate and correct the problem.

21. Identification, Recruitment, Selection, Orientation and Transition of the Head of School

Identification, recruitment, selection, orientation and successful transition of the new Head of School are the most important decisions and set of activities that take place at the school. This sets a clear direction for the school and permeates every facet of the climate. Proper funding must be provided to support the process. It should take place thoughtfully, deliberatively and collaboratively. If a desirable candidate is not found or the Trustees cannot reach agreement, an interim Head of School should be appointed for a specified period of time. The process (or modified version of it) will continue.

1. Each fiscal year the Board of Trustees should designate a line item in the budget for this procedure. These funds can be available for other expenditures if the procedure is not required. A sample budget (appendix A) is attached. The budget can be adjusted to reflect limiting the field to in-house and/or local candidates. The costs associated to this procedure, however, should be considered as an important investment in the school's future success. Hiring and retaining the right candidate for the school is the paramount goal.
2. Adhering to the timeframe in the employment contract, the Head of School informs the Board of Trustees that she/he intends to resign at the end of the contract.
3. The Board of Trustees meets to accept the resignation.
4. After the resignation has been accepted, the Head of School informs the students, staff, parents and alumni of the resignation.
5. The President of the Board of Trustees communicates to the above stakeholder groups to assure them that a search process for a new Head of School will take place soon and they will receive continual communications from the President updating them on the progress.
6. The Board should devote an entire meeting (preferably onsite) to discuss and agree to the next stage of the school's development and what characteristics of the next Head of School are required to promote leadership for this stage.
7. A calendar for the process is established by the Board of Trustees (refer to time sequence, appendix B).
8. Select a skilled search consultant to serve as an adviser to the search committee, the Board of Trustees and the incoming Head of School. This person will assist the Board and the committee to manage the search and transition processes. The consultant will design an appropriate and competitive compensation package that adequately meets the needs of a new Head's family and the school and train the Trustees how to probe references, operate as interview teams and maximize the search budget to attract qualified candidates.
9. Appoint a Search Committee that reports directly to the Board. It is advisable to include members of all stakeholder groups in the committee membership.
10. Once the new Head of School is appointed and the employment contract is signed, an announcement is made to all stakeholder groups and the greater community.
11. The orientation and transition phase begins immediately. Considerable thought and attention is required by the Trustees, new Head of School and consultant to identify issues and effectively deal with them. Much time should be devoted to establishing a successful Board and Head of School working relationship. This step **should not** be overlooked and should continue for at least one year.

Appendix A – Sample Budget for the Identification, Selection and Transition Procedure

Item	Budget in U.S. \$
Consultant fee and expenses	20,000
Advertising	1,000
Consultant's Site visit	2,000
Visitation to candidates' school on campus interviews (Includes transportation, accommodation and meals)	6,000
On campus interviews with candidate and spouse. (Includes transportation, accommodation and meals)	6,000
Total	35,000

Appendix B – Time Sequence for Identification, Selection and Transition Procedure

Activity	Time Sequence
· The consultant visits the school.	Week one
· Finalize the list of critical school issues, job description, profile for the position, announcement material, compensation package, application forms.	Week three
· Agree on the mode and extent of announcements and how applications will be solicited.	Week four
· Board or consultant places advertisements	Week six
· Receive progress report from consultant.	Week eight
· Board or consultant receives applications and checks for full documentation.	Week ten
· Board or consultant reduces applications to a shortlist of fifteen to twenty qualified candidates.	Week twelve
· Board or consultant does follow-up reference checks	Week fourteen
· Board reviews documentation and prioritizes short-listed candidates	Week eighteen
· Board conducts SKYPE interviews with short-listed candidates.	Week nineteen
· Board selects semi-finalist candidates.	Week twenty
· On-site visitations are made to the schools of the semi-finalist candidates	Week twenty two
· Board selects finalist candidates.	Week twenty three
· Interview teams composed of various stakeholder groups are selected and trained.	Week twenty four
· Final candidates, with their spouses, meet with the board and interview teams.	Week twenty six
· Board makes final selection and makes contract offer.	Week twenty seven
· Contract offer is finalized and signed. Board announces new Head of School.	Week twenty eight
· Board, Head of School and consultant begin the year long orientation and transition phase.	Week twenty nine

Section 3: Programs and Support Services with Direct Customer Value

22. Human Resources

The major responsibility of the Human Resource Department is to ensure that HR policies and procedures are carried out efficiently and with the highest of professional standards. The Human Resources Manager will be responsible either directly or through delegation for the following basic HR functions:

Produce, update and store all paperwork and records associated with the employment of the school staff including but not limited to:

- Ensuring that all of the paperwork that should be in an employee's file is there, for instance that each member of staff has a job description, contract, resume, annual appraisal etc; and that all of the paperwork is current and updated as required.
- Taking the initiative to report to the appropriate manager, in the case of missing paperwork, and providing support for compiling the relevant documentation.
- Keeping, publishing and updating the staff list on a periodic basis.
- Updating staff contact information on a periodic basis.
- Creating ID cards for all staff members.
- Keeping and updating profiles of academic qualifications of each teacher on an annual basis.

Ensure that all legal paperwork connected with a person's employment with the school is completed to a high standard of accuracy and legal compliance including but not limited to:

- Generating employment contracts or letters of appointment as requested by the Head of School or the Business Manager.
- Ensuring all staff eligible for pension contributions are registered as soon as possible after their appointment.
- Ensuring that immigration documents, work permits and any other documentation required for new international staff and their families is obtained as soon as possible after their appointment.
- Proactively monitoring the currency of work permits, passports and any other required documentation; ensuring that renewal procedures are initiated in good time.
- Setting up health insurance for new staff and managing any difficulties experienced by staff.

Manage the systems which co-ordinate and record staff leave including but not limited to:

- Developing an annual leave schedule for administrative support staff.
- Keeping accurate records of staff leave days.
- Developing an administrative support staff summer coverage plan.

Ensure that housing of a suitable standard is provided for international staff including, but not limited to:

- Assisting the Business Manager in identifying suitable rental properties, negotiating rental agreements, reviewing and renewing rental agreements as required.

- Informing the security contractors and the Transportation and Security Manager of the need to provide security for new houses; liaising with the Logistics Manager if security equipment is required.
- Keeping the Business Office up to date concerning the schedule of rental and other payments which need to be made in connection with International staff housing.
- Ensuring that houses are repaired or maintained as necessary (negotiating for repairs to be made by landlords if possible, liaising with the Maintenance Manager if not).
- Carrying out regular inspections of rental properties; noting any problems and reporting them in a timely manner.

Provide administrative support as staff arrive and leave including but not limited to:

- Giving support with shipping and transportation arrangements as required.
- Liaising with new international staff to assist them with setting up their living quarters; including organizing the loan or sale of housing supplies and organizing appropriate furniture.
- Ensuring that all legal entitlements and obligations of the members of staff are provided and keeping staff fully informed of what is required.
- Ensuring that staff who have left the school, or who reach eligibility age, receive the pension reimbursements to which they are entitled.
- Issuing certificates of verification of employment to staff who are ending their employment with the school.
- Editing and publishing the handbook for staff who are leaving.
- Issuing and collect an exit survey (sample follows text)

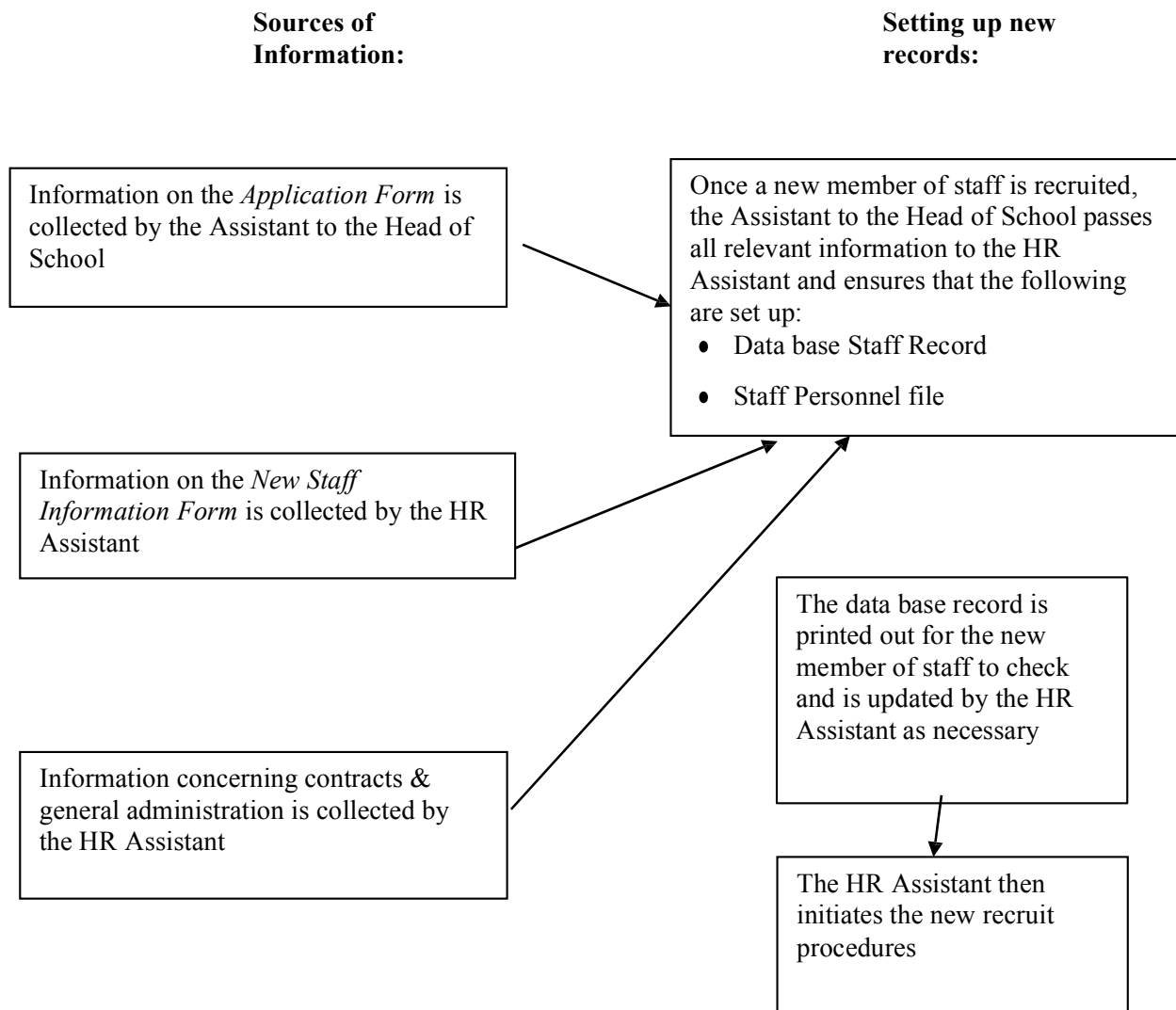
Support the Logistics Manager in providing the school with the physical resources which are necessary for successful operations including, but not limited to:

- Receiving and checking all of the school's utility and phone bills, negotiating any amendments, and passing the finalized bills to the Business Office for payment.
- Procuring supplies, equipment, resources and other logistical requirements as requested; ensuring that purchasing is timely, to an appropriate quality and in all ways ethical:
 - Ensuring that supplies of appropriate quality are acquired in time and within budget; ensuring that the school's procedures are followed at all times
 - Ensuring that the best price, quality and conditions for the school are negotiated, as far as is possible, in all procurements
 - Carrying out regular supplier checks and market surveys when requested by the Logistics Manager
 - In the event of any problems (for instance, if it seems likely that a deadline will be missed), taking proactive action to ensure that resources will be available on time and giving early warning to the staff concerned

Ensure that all HR policies are followed particularly:

- Hiring
- Termination
- Leave of absence – illness, personal, professional, maternity, paternity, disability
- Accuracy and storage of records (found in 22a).

22a. Human Resources Records



22b. Staff Exit Survey

As a staff member leaving the school, your feedback and reflections of your overall experiences are of great importance to us. You are in a unique position to share your honest appraisal of the school both in terms of an educational institution and as an employer.

Please take a few minutes to complete this questionnaire. Your views and opinions will be treated in strict confidence and anonymously for school improvement purposes only.

Thank you for your valuable contribution to the school. We wish you all the best in your future endeavors.

Question 1. When did you begin working at the school?

Question 2. In which section of the school did you

work? Questions 3 – 5 Overall Assessment of the school

Question 3. In your opinion what are the KEY strengths of the school?

Question 4. Thinking of all your time at the school, what are the main POSITIVE changes you have noted in the school? Please be specific in describing the impact of these changes.

Question 5. What are the key changes which in your opinion have had a NEGATIVE impact on the school? Please be specific in describing the impact of these changes.

Questions 6 – 8 relate more specifically to your professional teaching experience at the school. Question 6. Professionally, what are the things that make the school a choice for employees?

Question 7. From a professional perspective, what do you consider to be weaknesses in the school?

Question 8. Professionally how satisfied are you with your experience at the school? One answer only, please. 1 = not at all satisfied; 5 = extremely satisfied

1 2 3 4 5

Questions 9 – 10 refer to the school as an employer.

Question 9. In your opinion what are the things the school as an employer should provide in order to attract and retain staff? Please classify as Critical, these are the factors the school needs to provide in order to retain quality personnel, Essential, are factors which are necessary for the school to retain and recruit quality personnel and Value are the extra factors which the school does or could provide which make it attractive to prospective employees.

CRITICAL	ESSENTIAL	VALUE

Question 10. If a person was considering working at the school what words would you use to describe the school to her or him?

Any additional comments?

Thank you for your time in completing this survey. Please return the questionnaire in a sealed envelope to the Human Resources Assistant. Your feedback will be kept anonymous and used for school improvement purposes only.

23. Security

Assuring the safety and security of students and staff shall be a priority exercise for all. The following procedures will serve to guide school personnel in planning and reacting to emergency and security situations. It is impossible to anticipate all the required security activity, if an emergency were to occur. The task of planning and anticipating is never complete. Therefore, an annual review of all emergency security planning shall take place in the first month of each school year. The results of this review shall be presented to the Board.

Safety and Security Planning

The intent of is always to have contingency safety and security plans thoroughly discussed and current. The following principles shall guide any security discussions.

1. The safety and security of students and staff is foremost in planning.
2. Care must be taken to accurately inform but not to unnecessarily alarm students / parents. Seek to establish the right balance while recognizing that not all the “what if” questions can be answered.
3. Security communication must be clear, concise and if necessary continuous.
4. Security assignments must be clearly understood by everyone. The Head of School with input from the Executive Management Team, will decide what security planning information shall be communicated and/or distributed to whom.
5. Security plans must be consistent, compatible and coordinated with local law enforcement officials.
6. Extreme emergency planning will take into account that the school will remain open, closed temporarily or close permanently.
7. The following shall be the emergency priority order for decisions related to implementing security procedures:
 - Ensuring safety and security of students and staff.
 - Communicating the security situation with parents regarding transportation.
 - Making the decision whether or not the school will be immediately closed, short or long term
 - Determining the need for a “Force Majeure” evacuation of contracted employees.
 - Determining staffing if the school is to remain open during the emergency interim.
 - Securing school and personal property during school closure.
8. Security meetings, during an emergency, will be attended by the Executive Management Team and called when deemed necessary by the Head of School or the designated person in his/her absence. The following agenda will guide discussions.
 - Share and discuss new information
 - Re-assess the “climate” (staff and community)
 - Distribute new information (decide on wider distribution)
 - Follow up and/or assign planning activity in reference to new or updated procedures.
9. All school procedures for safety and security shall be distributed to the appropriate offices.
10. The school’s emergency safety and security plan shall be reviewed by the Head of School and the Executive Management Team on an annual basis and updated where appropriate. The Head of School shall provide the Board evidence that this annual review has taken place.

General Responsibilities Head of School

The Head of School is ultimately responsible for maintaining, communicating and implementing the overall emergency security plan including assurance that all assigned security activity is clearly understood.

The Head of School shall also be responsible for updating communication lists, coordinating emergency telephone use, scheduling transportation and the assigned activities of all support personnel. He/she shall also establish on-going communication with the local law enforcement officials.

Deputy Head of School

The Deputy Head of School shall be responsible to liaise with the school nurses and local medical facilities. He/she will have an active assignment during any bomb threat drill. The Deputy Head of School shall also be responsible for all outside communication and the medical activity during student and staff evacuation to designated assembly points, and the assurance that emergency radio equipment and medical provisions are available.

Principal

The Principal shall assure that there is clear student and staff understanding as to what needs to be done during emergency security drills; also to have such drills conducted without panic.

School Evacuation Procedures

Evacuation may take place due to:

1. Fire (Assembly point- specify)
2. Presence of armed intruders (Assembly points-Safe Havens)
3. Early release - Imminent civil unrest in area -, (Assembly point- dismissal area).
4. Bomb threat

All forms of evacuation require teachers and students to be familiar with the established procedures and essential behavior.

Teachers:

Remain calm.

Gain immediate control of the class.

Use clear, simple verbal instructions to direct class to appropriate assembly point.

Be last to leave the room, checking no student is left inside and close doors on leaving.

Meet students at the assembly point and await further instructions (Fire & Early Release) or follow the prescribed procedures (Safe Havens & Bomb Threat).

Students:

Remain calm.

Listen carefully to teacher's instruction. Proceed quickly and calmly to designated area.

Wait in an orderly manner for supervising teacher. Await further instructions.

Fire

Assembly point – (include location)

Procedures

- On hearing the siren at whatever time of day and wherever one happens to be on the campus, all teaching staff, teaching assistants, students and other personnel should move by the safest direct route available to the assembly point.

- Students should leave personal belongings behind.
- Students should be seated on the floor in distinguished grade lines as soon as possible.
- Class lists should be taken to the assembly point by the upper and lower grade levels Administrative Assistants.
- Teachers must check that all members of their class are present and quiet. Missing students to be reported to respective Principal.
- Staff other than homeroom and class teachers should sit in designated areas at the assembly point.
- Principals will check attendance of teachers and teaching assistants.
- All students and staff should remain calm and wait for further instructions.

Presence of Armed Intruders Assembly Points - Safe Havens

Safe Havens are for use when one or more persons, who may cause bodily harm to others, are on campus. Teachers and students should be aware of the location of the Safe Area to be used in relation to the room where each of their lessons takes place.

Support Staff should go to the nearest **Safe Haven**. If far from a safe haven they should remain where they are keeping themselves as inconspicuous as possible.

Procedures:

- The first teacher to arrive in a Safe Haven should lower the blinds.
- Each teacher must check that all members of their class are present and quiet.
- Two teachers should take responsibility for **bolting** the metal doors.
- One teacher should take responsibility for reporting, via a mobile phone, to the Principal.
- Principals report to Head of School when **all** students in safe areas
- Students and staff must remain locked in the Safe Haven until they hear the all clear signal or a phone message from the Principal.

Early Release

The decision to release the students early is made by the Head of School based on information from local law enforcement.

Procedures:

- Head of School's office sends out text message to all parents regarding early release
- Transportation Director instructed to organize buses and drivers for dismissal
- Teachers informed via principals to prepare for early release (30 minutes ahead)
- Long continuous ringing of school bell signal for staff and students to go to dismissal area.
- Each bus leaves when all registered students have boarded.
- All buildings to be locked before support staff leave.

Bomb Threat

A bomb threat necessitates the vacating of the campus by all students and staff until the campus has been swept by bomb disposal experts. On receiving a bomb threat the person concerned should inform the Head of School who notify the members of the Emergencies Procedures Team. The local law enforcement officials will be informed by radio or mobile phone of the situation.

Thereafter the Head of School will send a verbal message to the Principals who will inform teachers to organize their class to leave the school as indicated below. Students should carry their bags with them.

NO ONE SHOULD USE THEIR MOBILE PHONE WHILE ON CAMPUS

Students and staff in the school will vacate the campus via the **(insert location)** to...

The decision to send students home will depend on the time of day the bomb threat is received. School buses cannot be used until it has been established there is no risk of a bomb exploding in the vicinity of a bus.

Security Services

- A local security company is contracted to provide 24-hour security service, 7 days a week. The company provides (number) guards each shift, one is the supervisor. The supervisor patrols the campus several times during a duty. (insert locations)
- The school has a visitors' policy. "Visitors check in with the main gate guard and fill in a visitor's pass. The guard phones either to reception or the administrator who the visitor wishes to see. If the visit is approved the visitor proceeds to administration building accompanied by a guard who then returns to the main gate. On leaving the campus the visitor has to present the visitor's pass signed by the person visited before leaving the campus.
- The campus is open on weekends from (insert time) to students, their families and staff. A planned weekend event that includes non-school members the organizer must present to the head of support services a guest list at least a day before the event.

Rules for Security Gates

(Insert specific rules pertaining to every school entrance, for students, visitors and vehicles.)

Security information for bus transportation

1. All bus transportation vehicles are equipped with two-way radio equipment. A school dispatcher monitors radio communication during the time vehicles are on the road.
2. All bus drivers have participated in emergency security training programs. They are aware of the "do's and don'ts" of maintaining bus security. Each bus also has a supervising monitor.
3. Bus drivers also maintain radio communication with each other while on the road.
4. Bus drivers, because of street access and schedules that have to be maintained, are not able to drop passengers off at each home.

Security Training for Bus Transportation Personnel

Prior to the security alert all bus transportation personnel will have received and/or reviewed emergency security evacuation training conducted by the Head of School. A summary of that training shall be kept on file with the Head of School.

Security Emergency Routing

1. Working in cooperation with local law enforcement officials, the Transportation Director stays in close contact regarding all emergency circumstances. Safety routing is established for the buses. That routing is closely monitored via radio communications. "Safe Haven" houses have been identified.
2. During emergency security situations, the local law enforcement officials should assist the school in organizing with local authorities, either accompanying security vehicles for the buses or security observers local at predetermined "choke points" throughout the city.

Security Emergency during the School Day

The school will have a plan for the organization of transportation if an emergency were to force closure of the school. Such a plan would be exercised with extreme caution.

24. Health and Safety

Students, staff, contractors and volunteers are expected to be proactive in identifying and reducing health and safety risks. No one should intentionally engage in prohibited dangerous activities on the school campus.

Alcohol and Drug Abuse by Students

Alcohol Abuse: The use or possession, buying or selling, or giving of alcoholic beverages by any student on campus or during school-sponsored activities is prohibited. Any student who violates this policy shall be immediately suspended from school, and is liable for expulsion.

Drug Abuse: The use or possession of, buying or selling, giving, or trafficking in narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any other dangerous or illegal drug by any student of the school on its campus, near the campus, or during school-sponsored activities are prohibited. Drugs prescribed for the student by a medical doctor are not prohibited. Students required to take prescription drugs during school hours must report this to the school nurse at the beginning of the school day. The school nurse will be responsible for dispensing the drugs.

Any student who violates this policy shall be immediately suspended from the school. If an investigation by the administration determines that the student was using, was under the influence of, or was in possession of dangerous drugs, the student will be liable to expulsion from school.

Alcohol and Drug Abuse by Staff

It is prohibited for staff to be on campus under the influence of alcohol or drugs not medically prescribed. Being in possession of, or using, distributing or selling illegal substances is forbidden on campus or on school business. The conviction of an employee for a drug related charge will result in dismissal.

Smoking

The school is a smoke-free campus. Smoking, e-cigarettes and other uses of tobacco are not permitted anywhere in the school for students, employees or visitors. Students who violate this policy are liable to suspension. Visitors or contractors will be escorted off campus. Employees will receive disciplinary action.

Communicable Diseases

School policy and procedures concerning serious and /or communicable diseases shall be based upon current knowledge about known risk factors and modes of transmission, and shall reflect concern for the sick individuals as well as the group welfare within the school community.

Students showing symptoms of a communicable disease shall be referred to the school nurse. The parent or guardian of any student with a serious, chronic, or communicable disease shall inform the school and shall submit evidence that the student's health and medical care are being supervised by a qualified physician. The student's return to school will follow the advice of the qualified physician but may also be subject to approval by a physician appointed by the school.

The school may notify students' parents or guardians concerning possible exposure to a communicable disease or infectious condition and recommend steps that can be taken to avoid or minimize further infections.

The school shall show sensitivity in its treatment of students who may have a communicable disease. However, the school also has the responsibility to determine who on the staff needs to know about the presence of a communicable disease among the students. This determination will be made by the administration in consultation with the school nurse and /or a physician appointed by the school.

Age-appropriate education on communicable diseases, including HIV and AIDS, will be presented to

students through existing health/science/PE classes.

Meningitis/Hepatitis

Cases of meningitis and hepatitis at the school will be reported to the necessary personnel such as health authorities, as well as to students, parents, and school staff. Notices will be sent if the disease is reported at the school.

Head Lice/ Contagious Skin Disease

Any student infected with head lice or a contagious skin disease will be sent home with a letter to parents recommending treatment. The student should not return to school until treatment has been carried out. If necessary, parents of other students who may have been infected will also be notified. Head lice are not a disease, but among students, lice have a kind of “communicable” aspect, i.e. close student contact allows lice to travel. Although lice do not happen often, they do appear from time to time. When the condition does occur, the school nurse will contact the parents to treat the situation effectively and quickly. Parents will be asked to take children home until the condition is deemed non-contagious. When the student has been treated and there are no further signs of lice, he/she may return to school.

Staff Disability from Illness

From time to time a member of staff becomes disabled during their contract of service with the school. For instance, a member of staff may develop impaired vision or hearing may suffer from restricted mobility or contract a communicable disease. Wherever possible the school is committed to supporting their existing role.

Support, including the provision of paid leave according to the sick leave procedures and practical support from colleagues to facilitate the member of staff in whatever ways are feasible.

If a member of staff becomes unable to carry out their current assignment or if their illness begins to negatively impact his or her performance, the Head of School may re-assign the member of staff to alternative, less strenuous activities. This will be done with compassion, making every effort to protect the staff member’s self and public esteem.

If time away from work exceeds the annual maximum allowed under the procedures for sick leave, the Head of School may decide to terminate the contract of the staff member. Once again, this will be done with compassion.

Medical and Emergencies

In the event of a medical emergency, students should be taken to the Health Clinic or the nurse is called to attend to the student. Students on returning to class will have a note from the nurse which should go home. Any medicine administered should only be given by the school nurse and in accordance with the medical information submitted by each family. Parents will be notified by the nurse when students are treated in Health Clinic. She will also determine the extent of the injury and make any decision for emergency treatment.

Sight and Hearing Tests

Biannual sight and hearing tests are carried out by the nurse and are recorded. Parents are informed when necessary. Head lice checks are carried out when necessary. Students with live head lice will be sent home for treatment. Students may not be admitted back to class until treatment has been received and checked by the school nurse.

A school nurse is on duty each day during regular school hours and until **(insert time)** when after school activities are in session.

When an emergency occurs and the nurse is not available, please report immediately to the Principal or Head of School.

25. Library and Media Services

The school library is an educational and cultural environment where individuals are exposed to ideas through the use of print and non-print resources in many media formats. The school library fosters the development of lifelong learning abilities and a love of reading in its students. It also provides teachers with instructional materials and professional resources.

The program and services evolve directly from the school's curriculum requirements. The library offers an array of resources to support and enhance those requirements, as well as to provide its own program for teaching literary appreciation and information skills.

The library is directed by trained, qualified professionals who are involved in the selection and evaluation of materials that facilitate curriculum implementation. Information comes in many forms, and the librarian must be familiar with all kinds of materials, including non-print varieties. As a consultant to the professional staff in the school, the librarian works with and advises students, teachers and other members of the school community on the availability, appropriateness and application of resources of their varied disciplines, levels and interests. As a literature and information specialist, the librarian encourages and recommends reading, research techniques and listening and viewing activities appropriate to individuals, groups of students and faculty to meet all learning requirements of the school.

Program goals outline long range plans for the library and parallel goals set by the school. They are used in the development of the library budget and as a frame for the more specific annual objectives set by the library. Program goals for the library are:

- To provide opportunities for students to develop and expand their literary appreciation and information retrieval, evaluation and usage skills.
- To provide a wide range of multicultural resources and experiences that reflect a diverse student body.
- To provide resources and consulting services to teachers and students while supporting and being fully integrated into the school's curriculum.
- To provide resources and consulting services to parents and community groups appropriate to the school setting.
- To encourage appropriate instructional applications of technologies and provide guidance in their use.
- To manage effectively and efficiently the library facility, resources and program to benefit the entire school community.

Photocopying is also available in the library for students for **(insert cost)** each copy. Students must ask the staff member in charge to photocopy for them and for academic purposes only with a limit of 10 copies. (No personal items). The photocopies are recorded in the book and must be paid for by the end of the year. Paper and toner are replenished from the staff room. Photocopy money is taken to the Business Office and receipted to the photocopier general fund.

Library Hours of Operation and Scheduling

During the school year the library hours are as follows:

(insert times) Sunday to Thursday

This includes remaining open during break, lunch and after school. During Holiday breaks the library hours are as follows:

(insert times)

Except national holidays and the rare instance where a leave of absence overlaps with another so that

there's no library staff member to open a sign will be posted.

The Library serves the entire student body, and has both scheduled and flexible library scheduling. Teachers can book any of the rooms from the scheduling sheets on the school intranet. Library and research skills are taught within the context of class projects and teachers either sign up to come into the library or the librarian goes to team-teach in the classroom. All students are encouraged to use the library at any time for academic or recreational reading.

Rules and regulations Library Patrons

The following people have access to the school library

Students

Parents or legal guardians

Teachers

Staff (Administration and Auxiliary)

Spouses, other family members and friends of the above may use the library only if it is cleared through the Administration and the Librarian and that the books are checked out through a school patron. The person's name on the circulation card is ultimately responsible for the book if it is lost or damaged.

Persons outside the scope of the school community may use the library at a convenient time with the approval of the librarian but may not check out books.

Behavior

Behavior in the school library is termed "common sense", e.g. sit in chairs not on the table, quiet voices so as not to disturb other patrons, food eaten outside the library, book bags kept neat in the cubbies; remove muddy shoes before walking on carpets, no fighting or acrobatics on the carpet. The librarians have the right to suspend library privileges if the patron cannot comply.

Loan periods

The basic loan period for most materials is 2 weeks. Please note the following:

Students, parents, personal books of Teachers and staff: 2 week checkout with 1 renewal option (renewing for another 2 weeks).

Teacher long term: Blocks of books needed for curriculum work in the classroom – 6 weeks. Teachers are asked not to take all the books on one topic. 50 book limit.

Classroom Libraries - reading books for the classroom shelf – 4 weeks (although normally returned in one week)

Reference material- overnight checkout for books marked with a red line on the circulation card. The privilege is revoked for any patron failing to comply with the next day check in.

Periodicals- newest issues cannot be checked out, one week check out for older issues. Magazines are not on the data base and are checked out on the cards and filed

DVDs, Videos, Computers or CDs- for teacher previewing for class use only: one week only.

Over dues

There are no charges for overdue returns. If a book is overdue the patron loses his/her borrowing privilege. If after two months the book is still out a bill for replacement is issued. School reports will not be released until the bill is cleared or the book returned.

Collection

Development Selection

Acquisition of materials is the primary responsibility of the librarian. The librarian consults with the subject teachers and the elementary teachers as to which books we will need for that subject area in the library. After preparing the order it is then discussed with the Principal.

Criteria used when selecting books: Books must have educational significance and support and enrich the curriculum. A book should have favorable reviews, reputation of author and valid content. It should also meet individual and class needs as well as varied levels of ability and be suitable for differing learning and teaching styles. Taken into account is its artistic and literary quality and pertinence to the emotional and social development of the students. A subject area must offer differing points of view and help students develop critical evaluation skills.

Throughout the year the librarian and the assistants keep a “to order” file active consisting of:

- Books requested by a student, teacher, parent that library doesn’t have
- Books lost or damaged
- Books highly recommended
- Research websites requiring paid subscription

Selection is up to the discretion of the librarian. This selection procedure applies to all resources regardless of format e.g. film, videos, books, periodicals, posters, maps, DVDs, CDs and computer software in the library.

Challenged books or resources

Where certain material is questioned by patrons, the librarian will talk to the appropriate teacher of the subject area to review the situation. The Principal is then consulted and a decision made. If the patron is not satisfied with the decision, they can submit a letter to the director of Head of School and he/she will make the final decision.

Orders, acquisitions, purchases

The bulk of the Library order is prepared once a year, in November to January to be sent off in February, so the order will arrive at the school by June. Ordering is preferred through the U.S.A. or the United Kingdom. Donations of books, maps, old magazines and posters are happily accepted by the school. If the material accepted is not appropriate for our library we will pass it on to other schools.

Weeding – evaluation

Weeding out the collection is done in conjunction with the subject teacher.

Weeding Guidelines.

- Book has not been checked out in 5 years.
- Book is older than 20 years (except the archived material in the School section).
- Book is damaged or not in a presentable state.
- Particular attention must be paid to the sections whose subject material must be up to date i.e. science, computers, technology, social issues, atlases, medicine.

Every June the library should weed one section, on a 5 year rotation. The 5 sections are: Fiction, Reference, Biography, Nonfiction, Picture Books.

For discarded books remove the circulation card and stamp pocket discard, write “donation from the

school” on the inside of the front cover and also remove the label and bar code if the book is staying inside the school. Try to stamp discard over the school stamp. The circulation card is then used to remove the shelf list cards from the file. Discarded books can be sold or donated.

Every year the old magazines and newspapers are removed. Magazines are kept for 1 year and daily newspapers for 3 months.

Library instruction

For new staff, the librarian will organize a short orientation course each year. Students from lower grade levels have a weekly scheduled library period. Upper grade level students use the library during class time only if they have signed up ahead. The Library rooms are booked on the sheets available on the school network. As in the computer lab, a teacher can send up to 4 unsupervised students into the library and beyond that the teacher must be present. A class coming to the library must be accompanied by the teacher- if the teacher does not show up within 5 minutes the students will have to go back to class. The library is open before school break, lunch and after school for use by upper grade level students.

Library technology

The library computers and wireless devices are at the disposal of the students and staff. The circulation computers are for the library staff only to use for circulation and search purposes. Students and Teachers and Library staff are expected to comply with the School Appropriate Use Policy which they signed to get their account (refer to section 26).

26. Information and Communication Technology

A major purpose of the Information and Communication Technology Department is to support the education program. In so doing, it provides services to users, parents and staff which promote access to databases, the Internet, email, school grading software, and teacher homework assignments and feedback. The department also assists staff to incorporate appropriate technology skills into lessons and develop tools to make curriculum delivery more effective. All school network users are required to sign the following user agreement to gain access to intra-school communication.

Computer Network User Agreement

We believe computers and their capabilities offer vast, diverse and unique resources to users. Access to e-mail and the Internet enables users to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Our intent is to make the school computer network and Internet access available to further the educational goals and objectives of the school.

Guidelines for Use of Electronic Media and General Behavior/ Expectations

The network is wireless and provided for users to conduct research, complete class assignments and communicate with others. Access to network service is given to users who agree to adhere to school guidelines. Access is a privilege – not a right and entails responsibility. Users are held responsible for seeking appropriate materials and avoiding other potentially offensive materials. Within reason, freedom of speech and access to information will be honored.

Users will be expected to appropriately use the network software, e-mail and other general use of the Internet. General school expectations for behavior and communications apply. Users are responsible for good behavior on school computer networks just as they are in a classroom or in any school facility, and should be polite and respectful. Communications on the network are often public in nature. It is especially important for users to avoid accessing sites with inappropriate language and actions.

Individual users of the computer networks are responsible for their behavior and communications over those networks. Users will comply with school standards and will honor the agreements they have signed. Teachers shall report any misuse of the network to a Principal or supervisor. Network administrators may review rules and monitor communications to maintain system integrity and ensure that the system is being used responsibly.

Computer Labs and Library Usage

During the school day (including lunch) **Computer Labs** and **the Library** are for research or work directly related to school assignments. No surfing the web or playing games of any kind.

Game playing on computers does not fall under the educational intent and purpose of having computers on campus. Therefore, playing computer games at school is not allowed. Educational game titles will be given to users at appropriate times for use during instruction in the lab.

Instant messenger, chat, playing games, social networking sites, or accessing inappropriate web sites are not allowed in the computer labs or library at any time.

Limited Resources Printing

Ink and paper are limited resources and need to be conserved. Printing is allowed for academic purposes only. No printing of email, personal web page information (song lyrics, pictures of celebrities), or printing for other personal use is allowed.

Bandwidth

Downloading music, video, or software, as well as “streaming” music or video from websites, takes up a lot of bandwidth and slows down the network for everyone. These activities are not allowed on the school network except when directly related to school assignments.

File Space

File space on the school servers is limited. Taking up space with large files, such as image, music, or video files, reduces network performance and space on the servers for legitimate academic work. Saving music, video or image files on a school account, except when directly related to school assignments is not allowed. Users may bring personal laptops and devices onto the school campus to assist with school related work.

Laptop and device users fall under the same expectations as Desktop users as listed above.

Laptops and devices may be connected to the network after seeing the Network Administrator. To protect the school network, laptops must have anti-virus software installed on them to be allowed to connect to the network. No software from home or the Internet may be installed on the network by users. Users needing the installation of software must see the Network Administrator.

Examples of Unacceptable Use

- Displaying, saving or distributing offensive messages or images including cyberbullying
- Damaging or disrupting computers, devices, computer systems or computer networks
- Intentionally wasting limited resources (i.e., bandwidth, file space & printers)
- Distributing any material in such a manner that might cause congestion of the network
- Employing the network for commercial, political or profit-making purposes
- Accessing a Chat, Social and or Messaging sites without permission
- Revealing a classmates account and personal information
- Using another student’s or faculty member’s account or trespassing in another’s folder/files without permission.
- Using / accessing obscene language
- Violating copyright laws
- Downloading software, music, games, etc. for non-instructional purposes
- Installing software on school computers
- Accessing inappropriate or non-educational related web sites

Violations will result in a loss of access privileges as well as other disciplinary action deemed appropriate by the school administration.

Not following the rules – 3 strikes and you’re out!

1. First offense: asked to leave the lab or library
2. Second offense: referral to Principal with parent notification
3. Third offense: loss of computer privileges for a period of time determined by the Principal

We are pleased to offer the users access to the computer network. To gain access, all users must sign and return this form.

As a user of the school's computer network, I hereby agree to comply with the above stated rules.

Name (Printed)_____Grade_____

Student Signature_____Date_____

Parent Signature_____Date_____

Please be aware that all users are monitored and all websites accessed are archived.

27. Food Services

Our goal

To serve healthy fresh food prepared with care using the finest ingredients available and to provide an enjoyable and nutritious dining experience which will maximize student alertness and learning.

General Hygiene

The standards that are required demanded and enforced in the school kitchens:

Clean kitchen uniforms to be worn every day, head scarves and latex gloves. Kitchen shoes (home shoes to be removed at the entrance of the kitchen)

- Staff must wash their hands using anti-bacterial soap.
- Staff must wear latex gloves when handling food which will not be cooked or foods which have already been cooked prior to serving.

Staff Training

Weekly staff training is given by the Food Services Coordinator. Training is conducted in English. Subjects covered during these sessions are recorded and there is a weekly review of the previous training session.

All kitchen staff must attend at least one of the Safe Food and Handling courses offered online or already hold a valid certificate in food handling for this region. www.learntoserve

Purchasing and cooking procedures:

Vegetables purchasing

Local vegetable market from the incoming suppliers on Monday morning
Selected herbs from the school herb garden

Vegetable preparation

Salads and vegetables to be served raw:

Salads are washed in tap water and soaked for 5 minutes in a diluted chlorine solution of 1 cap {5ml} per 4 litres of water (if washing water is not potable). Salads are then rinsed in potable drinking water then spun in a salad spinner and stored in a covered stainless steel container and refrigerated. {Below 8 degrees Celsius}

Fish purchasing

Frozen bags purchased in the morning of the day it is to be used. Fish is thawed in water, washed in fresh water, drained then marinated in ginger and garlic or other spices. It is then portioned and cooked.

Fish stock for sauces is made with whole fresh fish purchased directly from the local fisherman from their early morning catch.

Any fish not consumed during lunch service is disposed of.

Fish preparation:

Whole fish is washed inside and out with tap water, portioned and boiled for more than an hour. Fish fillet is baked (180 degrees Celsius or above) or fried in clean cooking oil.

Chicken purchasing

Local chicken is slaughtered in the morning from a chicken farmer or can be purchased at the supermarket for use the same day. Chicken is stored in the school fridges the same day.

Chicken preparation

Chicken is washed in tap water, marinated and seasoned.

BBQ over charcoal then baked in an oven at 180 degrees Celsius or above for at least 40 minutes.

Any chicken not consumed during lunch service may be used for sandwich filling the following day. Chicken not consumed is refrigerated. Cooked chicken is disposed after the second day.

Beef purchasing

Beef should be purchased from a local supplier and minced in the school kitchens or diced and used in stews.

Beef preparation

Beef is washed in tap water, seasoned and cooked (baked or fried)

Roast beef for sandwiches is rubbed in Coleman's mustard or other marinade and salt and baked for 1.5 hours

Bread and sandwich preparation

Bread is baked in the school kitchens' oven using flour, water, salt, yeast. Sandwich and burger buns may be purchased at the supermarket providing they are fresh.

Cheeses for sandwich fillings are purchased on the morning of consumption. If not used on the day of purchase, cheese is refrigerated and stored for 1 day. Cheese is disposed of at the end of the second day.

Dishwashing and cutlery preparation and washing

Soiled dishes are washed in 3 stainless steel sinks. The sinks are cleaned prior to use. 1st sink plates are washed in soapy hot water (above 50 degrees Celsius)

2nd sink plates are rinsed clean of detergent in clean warm water

3rd sink plates are sanitized in solution of 15ml chlorine solution to 30 litres of warm water. Plates are air dried in racks in a room protected with fly screens

Commercial dish washers are available and recommended for sanitation if available to the school.

Food Service in the Dining Hall

Hot food items are kept for a maximum 45 minutes in a Bain Marie serving counter set at 80 degrees Celsius. Salads are served in a refrigerated serving counter set at 5 degrees Celsius. Fresh Juice is served in a chilled dispenser. Juice serving temperature ranges from 3 degrees Celsius to 10 degrees Celsius

Ice cream is held at minus 10 degrees Celsius. Ice cream is kept in the serving freezer for a maximum of 10 days. Ice cream is transferred to a freezer backed up by an inverter at the end of the working day.

Foods are served with tongs or individually wrapped in cling film or wrapped in napkins to ensure

the servers' hands do not come in contact with the food.

Spot Checks and Audits

The School Nurse organizes the following:

Weekly spot checks of general food hygiene and the nutritional balance of the food. Health checks for food service staff.

Regular reviews of the catering facilities. The Regional Inspection Service carries out regular audits of the food services using a food service check list. Samples are sent to an approved lab for analysis.

The School Nurse is responsible for giving affirming and corrective feedback to the Food Services Coordinator in the first instance, and for reporting any subsequent non-compliance to the Business Manager. The Food Services Audits are presented to the Business Manager and kept on file.

28. Cleaning and Maintenance Services

All classrooms, offices, toilets, library, indoor and outdoor hallways are cleaned on a daily basis.

Cleaning in classrooms and offices:

- Floors are swept on a daily basis
- Carpets (where applicable) are vacuumed on a daily basis
- Sinks in classrooms and outside (where applicable) are cleaned daily
- Indoor and outdoor hallways are swept at least twice a day and mopped once daily
- Windows and window seals are cleaned once a week.
- Floors are mopped twice a week.
- Dusting surfaces, student desks and chairs, teachers' desks (depends on different teachers) are cleaned daily
- Dusting bookshelves is done once a week.

Cleaning in the library:

- Floors are swept daily
- Carpets are vacuumed daily
- Computers are cleaned daily
- Windows and window seals are cleaned once a week
- Floors are mopped once a week
- Dusting shelves by end of the month

Cleaning toilets:

- All toilets are cleaned first thing in the morning, after break, after lunch and after school.
- Toilet bowls, floors, sinks are cleaned daily
- Windows and window seals are cleaned once a week
- Walls, mirrors are cleaned twice a week

Maintenance

All staff members are responsible for reporting furniture, equipment, plumbing, electrical and structural items that need repair. Staff members are to complete a Request for Maintenance Work form which follows this document. The form should be signed by the Principal (educational personnel) or Supervisor (administrative and support personnel) who submit it to the Maintenance Manager. Except for emergencies, requests for routine work should be submitted at least one week in advance.

Inventory

Each teacher is responsible for the furniture, equipment, materials and books issued to them or assigned to their classroom during the school year. The copy number of books issued to students must be recorded carefully. Extra books should be locked away at the end of the school year. Each teacher is responsible for getting back every book issued and for giving a list of missing and damaged books or materials to the Principal.

Keys

Keys are issued to employees by the Maintenance Manager at the beginning of the school year. All personnel are responsible for locking the area for which they are responsible when leaving the area, unless it is a public area.

Request for Maintenance Work

SUBMIT SEPARATE REQUESTS FOR DIFFERENT KINDS OF WORK i.e. plumbing, electrical, carpentry, etc.

Name of Staff Member: _____ Date _____

Date Submitted: _____

Work to be done

Location: _____

Routing:

Requested by: _____

Assigned to _____

Principal: _____

Work Completed: _____

(Signature of originator)

Date: _____

Maintenance Manager: _____

To be completed by the Maintenance Worker:

Materials used:

Approximate time taken to complete work: _____

Routing:

☐

Principal

☐

Maintenance Manager

☐

Originator

29. Transportation Services

Vehicle Maintenance

- All vehicles are serviced at the recommended intervals.
- Every morning drivers are required to check the vehicle e.g. tires, lights, indicators, radiator water level, engine oil.
- Drivers have to report any defects noted during operation on the Daily Vehicle Usage Report Form. The defect is also reported verbally to the Director of Transportation and recorded in the mechanic's log book.
- Repairs are carried out at the school's service bay by the school's mechanics or closest garage which has the contract for service from the school.
- During school vacations the mechanics carry out comprehensive inspection of vehicles and identified maintenance.
- Vehicle tires are replaced in keeping with traffic laws and manufacturers guidelines.
- Seat belts are fitted to all seats and checked for faults after every route.
- Drivers are required to keep their vehicle clean inside and out.

STUDENT SAFETY

In addition to points noted above

- A school monitor equipped with a mobile phone is assigned to each bus. (see Bus Monitor's Duties, at the end of this text)
- Students are required to have their seat belt securely fastened throughout the journey.
- Body parts must be kept within the bus at all times.
- No eating and drinking on the bus for both health and safety reasons.
- Arrangements for return journey indicated on check sheet.
- If a student is missing at the afternoon dismissal the Director of Transportation is informed and subsequently verifies the travel arrangements for the student.
- If a bus is held up in traffic the driver or monitor informs the Director of Transportation who in turn informs parents who enquire about the late arrival.

Staff Selection, Training and Evaluation Monitors

- Teaching assistants and assistant teachers are bus monitors. Prospective monitors meet the Director of Transportation who discusses the duties and responsibilities of a bus monitor and provides written copies for future use. A new monitor is provided the opportunity to ride a bus with an experienced monitor to gain first-hand experience/training. A copy of the bus monitor's duties is in the cover of the monitor's book which is used for recording incidents during the journey. Evaluation of monitors is carried out by closely monitoring the way they execute their duties and from feedback from students and parents.

Drivers

- Prospective drivers submit a written application. Those who have the requisite category of driving license for commercial vehicles, experience (2 years), and education (completion of secondary school) are called for interview (spoken and practical). Initial practical test is carried out by the head driver and one other experienced driver. The two school drivers and

the prospective driver verbally report on the practical test. If the driver is considered of the required standard the Director of Transportation accompanies the applicant and the two school drivers on a test.

Bus Monitor's Responsibilities

Recording and reporting of damage to buses:

- Monitors **must** indicate on the check sheet the number of the seat occupied by each student.
- A sheet of seating plans for all buses is provided on each clip board.
- The driver and monitor must check the bus at the end of each journey for damage e.g. writing on eating, tears or holes in seats, broken seat belts and window locks as well as for property left behind.
- Note a student may damage the seat in front of them, the seat next to them if vacant.
- Evidence of students eating or drinking on the bus should also be recorded.
- The damage to the interior of the bus should be recorded in the monitor's book and signed by the monitor.
- The book should be shown to the Director of Transportation in the morning before the bus leaves to collect students. Alternatively in the morning at 7:55am when the Director of Transportation meets the drivers.

Organizing and controlling students

- In the mornings students must be **seated** with their **seat belt on** before the driver is given the signal to proceed.
- A student must remain seated in their seat during the journey. Students are **not allowed** to change seats during the journey without the bus monitor's permission
- Drivers are responsible for fastening each seat belt before the journey begins.
- As students enter the bus they must be directed to **sit down** and **fasten their seat belt**.
- If a monitor is checking in the students they should do so from within the bus.
- Folding seats **should not** be used if the bus has 28 or fewer passengers plus the monitor.
- Drivers are responsible for ensuring the folding seats are folded and secured before the journey begins.
- Monitors must check that each student has their seat belt on and **sufficiently tight** to stop any forward movement if the bus should stop abruptly.
- **Monitors should sit mid-way in the bus until the first drop off in the afternoon.**

Communication

- Monitors should wear the bus phone around their neck to ensure prompt response to calls from the Director of Transportation and have the phone on hand if an emergency occurs.
- Parents **must not** be given the number of the bus phone. Communication with parents should be via the Director of Transportation.
-

30. Registrar

The Registrar is responsible for ensuring that visitors to the school, and those seeking to communicate with us, are provided with a warm welcome and swift, professional service. This includes welcoming prospective parents for visits and providing administrative support for the admissions process. In addition, the Registrar is responsible for thoroughly and accurately maintaining all student records and producing documentation as requested. The Registrar is supervised by the Director of Admissions.

The Registrar provides the following services:

Assisting with marketing the school to prospective parents, student and guardians.

Taking the initiative to “sell” the school to existing and potential parents and members of the wider local and international community.

Responding warmly and professionally to any inquiries that might result in new students; encouraging enquirers to view the school website and come for a visit.

Sending / passing out copies of the school Prospectus to any who express an interest; reporting to the Director of Admissions if supplies are running low.

Making any necessary administrative arrangements connected with visits of potential parents:

1. Proactively following up on interest expressed; determining which members of staff it might be appropriate for the visitors to see
2. Scheduling visits; ensuring that staff are available to meet the visitors and kept fully informed of all appropriate information
3. Preparing registration packets and ensuring that they are given to prospective parents / visitors

Processing the registration paperwork for new students.

Opening up a file for each new student and entering required information into the database Ensuring that all required paperwork is received, stored and kept up to date

Following up with prospective parents in order to ensure completeness and reporting any problems to the Director of Admissions.

Passing on new student paperwork to the Principal

Informing parents / guardians of the placement of the student and carrying out any other correspondence as requested by the Director of Admissions

Managing and maintaining the school’s student records, ensuring that records are up to date, complete and accurate at all times.

Maintaining the student data-base and records, including immunization records. Maintaining previous school information.

Forwarding appropriate school records (when approved to do so) to receiving school. Keeping student transcripts

Keeping student files up to date and managing the filing system

Producing any records or letters required by students (e.g. attendance records, study permit letters etc).

31. Scholarships and Financial Aid

A limited number of full or partial scholarships and/or financial aid will be awarded by the school to a predetermined number of qualified students without the financial resources to attend the school. These programs can also be used to stimulate enrollment and enhance the school's standing in the community. The recipients should be carefully selected to ensure that they possess the academic and social skills to be successful in the school. The following parameters will guide the development and implementation of these programs:

- Desirability and feasibility of offering scholarships and financial aid
- Type of scholarships and financial aid (i.e. need based, academic merit, special talents)
- Source of funding (i.e. donations or a reduction of tuition from the general budget).
- Level of funding allocation.
- **Funding questions**

Will assistance increase automatically with tuition increases? Will assistance be re-calculated on an annual basis?

If assistance is in the form of a loan, will there be interest charged? What will be the period of time for repayment?

What financial information, tax documentation and income verification will be required?

- **Qualification questions:**

Who will determine the recipients? What process will be followed?

What criteria will be used to determine candidates and recipients (e.g. grade point average, number of years in attendance at the School, involvement in sports, extracurricular activities and community service projects)?

Will the identity of the recipients be disclosed to the staff?

If funds are donated, will recipients be expected to communicate with donors about their progress?

32. Fundraising

Quality education requires income from sources other than tuition. It is therefore incumbent to create a culture of giving within the immediate and greater school community. This is dependent upon the cultivating and nurturing of relationships with potential and recurrent donors. This is a crucial process that requires strategic thinking and sensitivity. It must involve the ownership, Head of School, Director of Institutional Advancement, alumni and major donors.

An integral part of the school's Strategic Plan is the strategy for fundraising within the business plan (refer to "Management, Quality Control and Customer Care" section 18). These strategies should include an Annual Fund, the Capital Campaign, Planned Gifts, Special Projects and Scholarships.

Annual Fund

Donations to the Annual Fund are intended to support the operations of the school unless they are targeted for special projects like scholarships. To be effective the Annual Fund must employ solicitations from a variety of sources including parents, grandparents, alumni, friends and local corporations. A mailing card with a return envelope will be sent to everyone on these mailing lists. Telephone calls should be made to those who do not respond in a reasonable period of time. It is recommended that designated persons call upon potential large donors. Each donor must receive a timely "thank you" letter from the Head of School or other appropriate mode of thank you gift.

Capital Campaign

Funds raised by the Capital Campaign are for major projects such as facilities. Significant attention should be given to targeting potential donors and the amount each would be capable of contributing. Much time must take place identifying and maintaining donors. The goal is to receive immediate donations, but pledges for payments up to three years are also acceptable. Consideration should be given to naming a facility after a donor if the donation meets or exceeds a certain level. Immediate appreciation has to occur after a donation is made. Publicity in the local newspapers, School publications along with a dinner and/or token of appreciation bearing the school's name is appropriate.

Planned Gifts

Some donations can be made through designations in an individual's will. These donors should receive the level of attention and appreciation as those who contribute to the Capital Campaign. Tax credits can be an important form of revenue, if your state offers such a plan, which allows dollar for dollar deductions for state tax owed, it is wise to stimulate this program in your community.

Special Projects and Scholarships

These fundraising activities should follow the same format as the Annual Fund and/or Capital Campaign based on the size of the fundraising effort.

33. Alumni and Parent Support

Keeping former students and teachers as well as current and former parents actively engaged is important in maintaining the vitality and reputation of the school. Parents and former students serve as the best ambassadors to families seeking information about the school. Former teachers provide an excellent link for identifying and securing talented and well qualified teachers to recruit. Schools should design frequently scheduled activities for current parents and former students, teachers and parents to meet, keep informed and cooperate in support of the school.

Strategies for Maintaining Support from Alumni (former students, parents and teachers).

- Develop and maintain a reliable and frequently updated database. Within it should be a directory and an online form for alumni to update their contact information.
- A social media connection such as a Facebook page enabling alumni to contact one another.
- An attractively designed printed and/or electronic communication sent two to four times a year.
- A representative for each graduating class plus one for parents and another for teachers are identified.
These individuals can be helpful in communication and planning events.
- Frequently scheduled events at the school or locations where a group of alumni reside.
- Opportunities for alumni to connect with current students such as community service activities, source for university information, career fair, job shadowing or mentoring program.

Strategies for Maintaining Support from Current Parents

- An organization for parents to feel needed and heard. It should have regularly scheduled meetings, bylaws and elected officers, including a representative from each grade level. Committees can be formed to help with identified projects which may include welcoming new students and parents, (refer to “Management, Quality Control and Customer Care”), fundraising, publishing a parent newsletter and organizing class celebrations. The Executive Management Team can guide the involvement of the organization to fully benefit the school.
- Volunteers to serve as chaperones for field trips and community service activities, guest speakers and assist with organizing events such as science or career fairs.

34. Community Relations

It is essential for the school to be an active partner in the greater community. It is also a way for the school to increase its visibility and promote a positive image in the community. This can be accomplished through but not limited to the following activities:

- Distribute annual wall and desk calendars containing the school's mission, vision and core values and illustrated with student artwork to community leaders, small businesses, corporation and governmental organizations and offices.
- Design and distribute a quarterly publication highlighting the school's activities to community leaders, governmental organizations and offices.
- School sponsored Community Lecture Series held on or off campus.
- Invite members of the community to be guest speakers in classes and at Career Day.
- Offer students and staff members as guest speakers at community organization meetings and events.
- Service learning projects by the students in the community.
- Career shadowing activities by the students in the community.
- Invite the public to student concerts and exhibits held on campus.
- Hold student concerts and exhibits at venues off the school campus.
- Encourage community groups to rent the school's facilities when not being used by the school. For information regarding how to schedule an event for community groups refer to 36.

35. Printing, Publishing and Mailing

Photocopying:

Up to 5 emergency copies per day:

1. For those last-minute emergency jobs of up to 5 copies which have a habit of cropping up from day to day, please use the small copiers in your section of the school.
2. Report paper and/or toner shortage to the Principal.

For more than 5 copies:

1. Use existing photocopy request slip (available from the Print Room Clerk)
2. Attach completed copy slip to master copy or other material to be copied.
3. Submit completed request slip and master copy to your principal at least 48 hours prior to date copies are needed.
4. Copies will be placed in staff mailboxes on or before deadline.
5. Report any delays or inaccuracies in completion to the Principal.
6. Please do not submit request directly to copying personnel.

Color Printing:

If you need to print in color, there are several different printers available (bubble jet and laser quality). See the Principal to discuss which one is most appropriate and get the necessary authorization to print.

Laminating:

Laminator requests are completed by the Print Room Clerk.

1. Submit laminating requests (no special form required) to the Principal at least 48 hours prior to date it is needed.
2. When complete, laminating will be returned to staff mailbox.
3. Please do not submit requests directly to laminating personnel.

Publishing:

On occasion and for special events, producing a program, leaflet or brochure may be more cost effective published at school. Keeping in mind that these publications should reflect positively upon the school, extraordinary care must be taken in order to ensure perfect grammar and overall quality of the publication. Prior approval of the Principal is required to read and give final approval. The Principal may ask for changes in the publication before final approval is granted.

Processing of Mail: Incoming Mail

1. The school mail is delivered once a day and taken to the Print Room for processing
2. Print Room staff put entitled envelopes unopened into the mail boxes of staff concerned.
3. Envelopes that are addressed to the school in general are:
 - Opened in order to determine which staff member they should be forwarded to
 - Date stamped to indicate date received
 - Put into the mail box of the appropriate member of staff

Outgoing Mail

1. Staff members take their letters or packages to the Print Room:
 - If the package is personal, it is weighed and the member of staff pays

- If the package is work-related it is weighed and stamped at no charge to staff member
 - The Print Room Officer keeps an account book of stamps used and money received.
2. Outgoing mail is securely stored in the Print Room and collected by a driver each day
 3. Urgent mail may be couriered and the Print Room Officer calls a courier company to come and collect it; invoices for this service are passed to the Business Office Assistant with instructions for payment.
 4. If a courier charge is personal for a member of staff, the name of the member of staff is written on a paper and attached to the invoice so that the employee may be charged for the amount of mailing.

36. Planning Activities, Meetings & Events

If a meeting or informal activity that does not require support from the Maintenance Department is planned, the following procedure should be followed:

23. Informally consult colleagues to determine an appropriate time and location for the meeting or activity
24. Consult the Principal's Administrative Assistant to check room availability for classrooms or conference rooms.
25. Complete the *Meeting & Activities Planning Form* and pass it by hand or via e-mail to the Maintenance Manager so that it can be posted onto the School Calendar.
26. The Maintenance Manager will contact the staff member if there is any problem or difficulty with the request and will negotiate an alternative
27. A meeting is not finalized until it appears on the calendar of events which may be viewed on the School Calendar and will also be published in the school bulletin if appropriate

Activity / Event Request by School Staff

If a larger scale activity or event, that does require support from the Maintenance Department, is planned, the following procedure should be followed:

1. Fill in the *Activities Request Form for Internal Use*
2. Take the completed *Activities Request Form* to the appropriate Principal for approval and signature
3. Once approval is obtained, submit the form to the Maintenance Manager for approval. The Maintenance Manager will establish the logistical and operational feasibility and sign the form
4. If the event involves hosting significant numbers of visitors from the wider community, the Maintenance Manager will also inform the Office of Institutional Advancement, if applicable.
5. The Maintenance Manager submits the form to the Business Manager who will either approve or refuse the application
6. If the request is refused, the form and reasons are conveyed back to the appropriate Principal for review
7. If approval is given, the Maintenance Manager will inform the staff member that the request is approved, and will file the request form.
8. The Maintenance Manager then inputs the event on the Calendar(s)
9. The Maintenance Manager informs the Events Management Team of the forthcoming event and ensures that the logistical arrangements are delegated to appropriate staff members
10. If the staff member has any additional requests or questions, please liaise with the Maintenance Manager

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