

INTERNATIONAL SCHOOL OF LUSAKA

Since 1963

Learning Today, Leading Tomorrow



BOARD OF GOVERNORS POLICY MANUAL January 2022 Edition

UPDATED January 2022

Mission

ISL is committed to the development of internationally-minded citizens who aspire to make the world a better place.





Table of Contents

INTERNATIONAL SCHOOL OF LUSAKA	1
Mission	1
1.0 THE SCHOOL AND ITS GOALS	8
1.1 THE SCHOOL'S LEGAL STATUS	8
1.1.1 Legal Status	8
1.1.2 Powers delegated to the School Board	8
1.1.3 The School's Tax Status	9
1.1.4 Dissolution of the School	9
1.2 ISL GUIDING STATEMENT	10
1.2.1 Motto	10
1.2.2 Mission	10
1.2.3 Philosophy	10
1.2.4 Aims	10
1.3 SCHOOL ORGANISATION	11
1.3.1 The School Administrative Organogram	11
1.3.2 Schools and Levels of Instruction	11
1.3.3 ISL Association	11
1.3.4 Board of Governors	11
1.3.5 Head of School	11
1.3.6 The Administration	11
1.4 SCHEDULES OF INSTRUCTION	13
1.4.1 School Year and Calendar	13
1.4.2 School Day	13
1.4.3 Emergency Closings/make-up of Emergency Closing Days	13
2.0 THE SCHOOL STRUCTURES	14
2.1 The ISL Association	14
2.2 THE BOARD OF GOVERNORS	15
2.2.1 Membership	15
2.2.2 Conflict of Interest	15
2.2.3 Board Powers and Duties	15
2.2.4 Individual Board Member Authority and Liability	17
2.2.5 Board Member Orientation and Development	18
2.2.6 Board Member Compensation and Expenses	18
2.2.7 Resignation of Board Members	18



2.2.8 Vacancies on the Board	18
2.2.9 Board Officers	18
2.2.10 Board Committees	19
2.2.11 Standing Committee	19
2.2.12 Advisory Committees to the Board	20
2.2.13 Board Legal Counsel	20
2.2.14 Board:Head of School Relationship	20
2.2.15 Board Self-Evaluation and Action Plan	21
2.2.16 Board Meetings	21
2.2.17 Board Voting and Decision Making method	22
2.2.18 Communication with ISL Association	22
2.2.19 Handling Parent Complaints	23
2.2.20 Preliminary Development of Draft Policies	23
2.2.21 Policy Adoption, Dissemination and Implementation	24
2.2.22 Board Policy Filing	24
2.2.23 Board Review of Procedures	24
2.2.24 Policy Review and Evaluation	24
2.2.25 Administration in Policy Absence	25
2.2.26 Board Handbook	25
3.0 THE SCHOOL FINANCES	26
3.1 SCHOOL BUDGET	26
3.1.1 The School Financial Year	26
3.1.2 Budget Preparation	26
3.1.3 Budget Adoption	26
3.1.4 Budget Changes	27
3.1.5 Budget Administration	27
3.2 TUITION AND OTHER FEES	28
3.2.1 Registration Fee	28
3.2.2 Enrollment Fee	28
3.2.3 Tuition Fees and Schedule of Payment	28
3.2.4 Mode of Payment	28
3.2.5 Extraordinary Fee Increase	29
3.2.6 Discounts	29
3.2.7 Refundable Security Deposit	29
3.2.8 Bursaries	29
3.2.9 Scholarships	29
3.2.10 Bad Debts	29



3.3 FINANCIAL MANAGEMENT	31
3.3.1 Account Management	31
3.3.2 Cash Management	31
3.3.3 Fidelity Insurance	31
3.3.4 Purchasing Procedures	31
3.3.5 Bids and Quotations	31
3.3.6 Payroll Procedures	31
3.3.7 Reimbursement of Expenses	32
3.3.8 Loans to Staff	32
3.3.9 Accounting and Reporting	32
3.3.10 Audits	32
3.3.11 Gifts and Bequests	32
3.3.12 Fund Raising	32
4.0 PROPERTY MANAGEMENT, HEALTH AND SAFETY	34
4.1 SCHOOL PROPERTIES AND GROUNDS	34
4.1.1 The School Buildings	34
4.1.2 School Owned Housing	34
4.1.3 School Grounds	34
4.1.4 Vandalism	34
4.1.5 School Vehicles	34
4.1.6 Maintenance and Safety of School Vehicles	34
4.1.7 Tuck Shop Management	35
4.1.8 Tuck Shop Price Schedules	35
4.1.9 Disposal of School Property	35
4.2 SCHOOL HEALTH AND SAFETY	37
4.2.1 Buildings and Grounds Safety	37
4.2.2 Security and Key Control	37
4.2.3 School Safety	37
4.2.4 Accident Reports	37
4.2.5 Fire Prevention and Drills	37
4.2.6 Emergency/Disaster Plans	37
4.2.7 Bomb Threats	38
4.2.8 Emergency Closings/make-up of Emergency Closing Days	38
4.2.9 Insurance Management	38
5.0 POLICIES RELATING TO STUDENTS	40
5.1 STUDENT ADMISSION AND RECORDS	40
5.1.1 Admission Criteria	40



5.1.2 Acceptance of Records from Other Schools	41
5.1.3 Placement of Students	41
5.1.4 Student Records	41
5.1.5 Student Attendance and Absences	43
5.2 STUDENT RIGHTS AND RESPONSIBILITIES	45
5.2.1 Student Rights	45
5.2.2 Student Due Process – Suspension and Expulsion	45
5.2.3 School Code of Behavior	46
5.2.4 Student Discipline	47
5.2.5 School Code of Dress	47
5.2.6 Married Students	47
5.2.7 Pregnant Students	47
5.3 STUDENT WELFARE AND SAFETY	48
5.3.1 Student Safety	48
5.3.2 Supervision of Students	48
5.3.3 Student Health Services	48
5.3.4 HIV / Aids	49
5.3.4 Transportation of Students in Private Vehicles	49
5.4 STUDENT ACTIVITIES	50
5.4.1 Student Activity Funds	50
5.4.1 Student Social Events and Performances Organized by the School	50
5.4.2 Student Publications	50
5.4.3 Student Gifts	50
6.0 INSTRUCTIONAL PROGRAMME	52
6.1 CURRICULUM	52
6.1.1 Academic Freedom	52
6.1.2 Cross-Cultural Learning Opportunities	52
6.1.3 Community Resources	52
6.1.4 Zambian Holidays and Ceremonies	52
6.1.5 Curriculum Development	53
6.1.6 Curriculum Review and Revision Cycle	53
6.1.7 Basic Curriculum Design	53
6.1.8 Teaching about Controversial Issues	53
6.1.9 Religious Instruction	54
6.2 CO-CURRICULAR & ATHLETIC PROGRAMMES, AND OTHER ASPECTS OF LEARNING	55
6.2.1 Co-Curricular and Athletic Programmed	55
6.2.2 Grouping for Instruction	55



6.2.3 Class Size	55
6.2.4 Teachers 'Assistants'	55
6.2.5 Field trips and Excursions	56
6.2.6 Assessment	56
6.2.7 Graduation Requirements	56
7.0 STAFF POLICIES	58
7.1 GENERAL STAFF POLICIES	58
7.1.1 Staff Work Permits	58
7.1.2 Staff Housing Policy	58
7.1.3 Personnel Records	58
7.1.4 Staff Involvement in Decision-Making	58
7.1.5 Drug Free Zone	59
7.1.6 Community and Political Activities Involving Staff	59
7.1.7 Child Abuse Reporting by Staff	59
7.1.8 Termination of Employment of Staff	60
7.1.9 Reduction in Staff Force	60
7.2 POLICIES PERTAINING TO PROFESSIONAL STAFF	61
7.2.1 Professional Staff Positions	61
7.2.2 Professional Staff Qualifications	61
7.2.3 Professional Staff Recruitment and Selection	61
7.2.4 Professional Staff Orientation	61
7.2.5 Professional Staff Assignments and Transfers	62
7.2.6 Professional Staff Promotions	62
7.2.7 Probation of New Teachers	62
7.2.8 Professional Staff Evaluation	62
7.2.9 Professional Staff Career Development	62
7.2.10 Tutoring for Pay	63
7.2.11 Professional Staff Leave and Absences	63
7.2.12 Administrative Leave	63
7.2.13 Professional Staff Substitutes	63
7.3 POLICIES PERTAINING TO SUPPORT STAFF	65
7.3.1 Support Staff Positions and Qualifications	65
7.3.2 Support Staff Recruitment and Selection	65
7.3.3 Support Staff Compensation and Contracts	65
7.3.4 Support Staff Overtime Pay	66
7.3.5 Support Staff Payment Schedule	66
7.3.6 Support Staff Probation	66



7.3.7 Support Staff Evaluation	66
7.3.8 Support Staff Employment Conditions	66
7.3.9 Support Staff Termination of Employment	66
7.3.10 Negotiations Legal Status	67
8.0 COMMUNITY RELATIONS	68
8.1 COMMUNITY RELATIONS	68
8.1.1 Community Volunteers	68
8.1.2 Community Activities Involving Staff	68
8.1.3 Political and Religious Activities	68
8.1.4 Community Relations Goals	68
8.1.5 Communications from the Public	68
8.1.6 Public Information Media	69
8.1.7 Community Complaints about School Personnel	69
8.1.8 Community Complaints about Instructional Materials	69
8.1.9 Parent-Teacher Organizations	69
8.1.10 Community Use of School Facilities	69
8.1.11 Visitors to the School	69
9.0 HOST COUNTRY AND INTERNATIONAL RELATIONS	71
9.1 ZAMBIAN LAW ENFORCEMENT AGENCIES RELATIONS	71
9.2 RELATIONS WITH OTHER NATIONAL AND INTERNATIONAL AGENCIES	72
9.2.1 Local Education Agencies	72
9.2.2 Accrediting Agencies	72
9.2.3 Regional and International Associations of Schools	72

1.0 THE SCHOOL AND ITS GOALS

1.1 THE SCHOOL'S LEGAL STATUS

1.1.1 Legal Status

- a. The International School of Lusaka, further called 'the School', is a non-profit making unincorporated Association, the members of which are all parents with a child or children currently enrolled at the School and/or all professional staff at ISL.
- b. The School's assets are vested in Trustees who are a body corporate for the purposes of the Land (Perpetual Succession) Ordinance. They are elected for a period of 6 years by the School Association as outlined in the Constitution (Article VII)
- c. The International School of Lusaka operates under the Laws of Zambia and is recognized as an educational institution by the Ministry of Education. The School is registered as a private school under part IV of the Education Act, Cap. 234 of the Laws of Zambia.

LEGAL REFERENCES: Certificate of Regulation, No. 457
 Industrial Relations Act, 1971 (Section 110)
 The Employer's Associations (Registration) Regulations, 1974.

Certificate of Incorporation C.I., 172
 Dated 30-1-70 under
 The Land (Perpetual Succession) Act
 Cap. 288 of the Laws of Zambia.

Part IV of the [Education Act of the Laws of Zambia](#).

Land Deeds - The International School of Lusaka holds Land Deeds to stands numbers:

<u>Stand Number:</u>	<u>Title Deed No.</u>	<u>Location</u>
28\B\377a	31929	Chila Road, Lusaka
7924/2	59011	Sports Field, Lusaka
7361	50783	Lukasu Road, Lusaka
7362	50785	Lukasu Road, Lusaka
7363	50784	Lukasu Road, Lusaka
7364	50786	Lukasu Road, Lusaka
7365	50787	Lukasu Road, Lusaka
191 of Farm No. 441a	47584	Ngwerere Road, Lusaka
6946	37057	Nangwenya Road, Lusaka- School
4206	27310	Los Angeles Boulevard, Lusaka
8388	51720	Nambala Close, Lusaka

1.1.2 Powers delegated to the School Board

The Constitution confers on the Board of Governors the authority to develop and to make regulations for the transaction of school business and for the orderly administration of the School system Overall responsibility for the management of the School is delegated by the Association to the Board of Governors.

LEGAL REFERENCES: Article V and VI of the ISL Constitution as approved November 1993.



1.1.3 The School's Tax Status

Prior to 1st August 2015, the school was tax-exempt under Paragraph 6 of the second schedule of Cap. 668 (Income Tax Act) Exemption from income tax and Statutory Instrument No. 96 of 1976 Exemption from Selective Employment Tax as of April 1976.

Since 1st August 2015, the school is not considered a Public Benefit Organisation and consequently, is not tax-exempt under Section 41 of the Income Tax Act Cap 323.

Notwithstanding this status, the current practice of the Ministry of Finance prevails.

LEGAL REFERENCES: Paragraph 6 second schedule of Cap. 668
(Income Tax Act) Exemption from income tax.

LEGAL REFERENCES: Section 41 of the Income Tax Act Cap 323: Definition of Public Benefit Organisation.

1.1.4 Dissolution of the School

Should the School be terminated or dissolved by the Association, the assets will be distributed as decreed by the Board of Governors of the School, provided that none of the assets will be distributed to or made in any way available to any individual or corporation, except to a corporation for charitable, educational, or scientific purposes, and which does not use any part of its net earnings for the benefit of any private shareholder or individual. Such a corporation or organisation must also not be engaged in any political, legislative, or propaganda activities or campaigns.

Section 1.1

Adopted: 21 October 1981

Reviewed: 16 May 1990

Committee Review: 7 March 1994

11 September 1995

Planning Committee Review January-March 2006

Planning Committee Review February- March 2016

Review changes adopted by ISL Board of Governors March 2017

1.2 ISL GUIDING STATEMENT

1.2.1 Motto

Learning Today, Leading Tomorrow

1.2.2 Mission

ISL is committed to the development of internationally-minded citizens who aspire to make the world a better place.

1.2.3 Philosophy

The International School of Lusaka seeks to forge a unified and caring community which exhibits mutual respect and understanding, wherein each individual feels welcome, safe and valued as part of a greater whole. Through internationally accredited educational programmes, ISL aims to develop in all students a genuine desire to learn and the conviction that education is life-long and open-ended. ISL does not align itself to any political or religious creed.

Our learning environment is characterised by inquiry, creativity, action and reflection. We experience interculturalism through the nurturing of attitudes and values, which permits us to appreciate our diversity. Internationalism at ISL recognizes differences and embraces what we have in common, for the benefit of all.

1.2.4 Aims

- A. To provide a holistic educational programme, which supports the development of each student in a safe and inclusive environment.
- B. To ensure purposeful and engaging learning experiences, which foster a genuine desire to continually learn about ourselves, others, and the world around us.
- C. To develop the habits of mind necessary for independent, creative and critical thinking, and effective communication.
- D. To nurture an appreciation for self and others within the diverse ISL community and beyond.
- E. To provide opportunities which develop an awareness of individual, community and global rights and responsibilities.

Section 1.2

Adopted: 21 October 1981

Reviewed: 16 May 1990

Committee Review: 7 March 1994

11 September 1995

Planning Committee Review September-October 2005

Review changes adopted by ISL Board of Governors November 2005

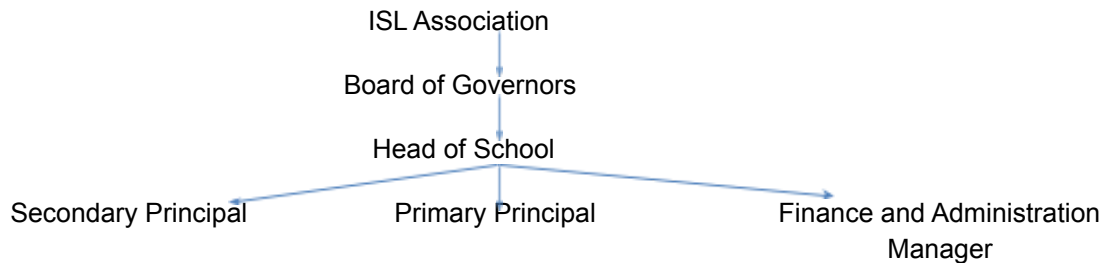
Planning Committee Review February- March 2016

Review changes adopted by ISL Board of Governors March 2017

1.3 SCHOOL ORGANISATION

1.3.1 The School Administrative Organogram

Below is a representation of the School Organogram. It is a governance/administrative diagram and is not intended to show the relationships and linkages involved in the educational program of the School.



1.3.2 Schools and Levels of Instruction

ISL has two school sections namely, Primary School and Secondary School. The Year structures are:

1. Primary School: Early Years: Nursery, Pre-School, Reception, Years 1-2
Upper Primary: Years 3-6
2. Secondary School: Middle School: Years 7-9
High School: Years 10-13
Years 10-11
Years 12-13

Refer to Chapter IX about the accreditation and authorisation programmes and other affiliations of the school.

1.3.3 ISL Association

The name of the Association shall be The International School of Lusaka Association or, 'the Association' for short. The Association is the supreme body and has all the powers which are necessary for the discharge of its functions and the performance of its duties in the furtherance of its objectives, as outlined in the constitution of the ISL Association.

1.3.4 Board of Governors

The Board of Governors is the Executive Committee of the Association. The Board exercises legislative authority over the School in accordance with the laws of Zambia. It determines general policy, sets the strategic direction of the school and appraises progress of results. It delegates executive, supervisory and instructional authority to its employees and appraises the results achieved in light of the aims of the School.

1.3.5 Head of School

In accordance with Board Policy, the Chief Executive Officer of the School shall be called "Head of School" or "HoS". The Head of School shall report to the Board. The Head of School shall have charge and control of the School, subject to the orders and policies of the Board. He/She will represent the 'Administration'.

1.3.6 The Administration

The Administration encompasses all staff employed by the school and are represented by the Head of School. The Administration is divided under professional staff and support staff:

- a. **A member of the professional staff is** employed as a teacher, whether or not hired locally or overseas and includes such other educational staff classified as such in any written policy of the Board or a person expressly designated as such in a contract of service to which that person is a Party.



- b. **A member of the support staff is** an employee designated as such in his/her contract of employment being a person employed on a fixed term contract and does not fall within the category of Professional Staff. This shall include but not be limited to: Teacher Assistants, IT Technicians, Medical Personnel, and Assistant Administrative Staff

Section 1.3

Adopted: 21 October 1981

Reviewed: 16 May 1990

Committee Review: 21 March 1994

11 September 1995

Planning Committee Review December 2005-March 2006

Planning Committee Review February- March 2016

Review changes adopted by ISL Board of Governors March 2017

Reviews adopted by the ISL Board of Governors January 2022



1.4 SCHEDULES OF INSTRUCTION

1.4.1 School Year and Calendar

- a. The school calendar adopted annually by the Board will provide for a minimum of 180 and no more than 185 teaching days when school is actually in session. Teachers shall be subject to call for no more than 200 working days each school year. The School year will begin in August and continue into June. Provision shall be made for holiday periods and for designated Zambian Public Holidays.
- b. On or before its regular February meeting, the Board shall adopt the school Calendar for the ensuing school Year. The Head of School shall propose a recommended calendar to the Board in advance of the meeting.

1.4.2 School Day

The Administration shall arrange and schedule the school day so as to offer the greatest educational return for time spent, within the limitations of school facilities. To attain optimum time use for each student, variations in the daily schedule may be arranged to enable individual students or groups of students to receive special instructions.

1.4.3 Emergency Closings/make-up of Emergency Closing Days

- a. The Head of School is authorised to announce the closing of the school, if actual or potential hazards threaten the safety and well-being of students and employees. The decision to close school shall be made by the Head of School or his designate upon consultation (when feasible) with the Chairperson of the Board or with the full Board. Public announcements and releases to news media organisations relating to any emergency school closure shall be made by the Head of School.
- b. During any emergency closure of the school, all staff are considered to be on leave with pay for a period not to exceed 30 days, and students are considered to be on leave. Teaching days lost due to emergency closures will be made up either through extended school days, Saturday classes, or an extended school year. The required annual number of teaching days will be reduced only in extraordinary circumstances, and only with Board approval.

Section 1.4

Adopted: 21 October 1981

Reviewed: 23 November 1989

Committee Review: 25 April 1994

Planning Committee Review December 2005-March 2006

Planning Committee Review February- March 2016

Review changes adopted by ISL Board of Governors March 2017

2.0 THE SCHOOL STRUCTURES

2.1 The ISL Association

- a. The Association is the supreme body and has all the powers which are necessary for the discharge of its functions and the performance of its duties in the furtherance of its objectives, as outlined in the constitution of the ISL Association (Article IV). The object of the Association is to provide in Lusaka, Zambia, an international school providing quality education for all children, from any nationality, who are admitted to the school.
- b. The powers of the Association as defined by the constitution (Article IV) include every power granted by an express provision of the constitution together with all implied powers necessary to the exercise of any such express power. Nothing in the relevant articles of the constitution shall be deemed to permit the distribution of any profit of the Association to any member.
- c. The Association shall delegate its executive powers to the Board of Governors which shall function as the executive committee of the Association.
- d. The Association however remains the supreme body of the School and a majority of the members of the Association present at a formally convened Annual General Meeting of the Association shall have the power to remove one or more of the elected Members of the Board of Governors and elect replacements by the means described in the constitution (Article V) and By-Laws (Article 1). The quorum for such a meeting where the above powers of the Association may be exercised shall be at least fifteen per cent (15%) with a minimum of 100 people of the total membership of the Association, as recorded on the day of notification of such a meeting, present in person. In the event that 100 members are not present at the AGM, then the board shall arrange a ballot box for members to place their vote.
- e. The Annual General Meeting will be at least once per school year between April and before the end of the school year.
- f. Membership of the Association consists of the following persons:
 - (a) All parents who have enrolled their children in the School, and which children are currently attending the School.
 - (b) All members of the professional teaching staff of The School shall be non-voting members of the Association.

Cross Reference: Constitution of the Association of the International School of Lusaka (updated and adopted November 2017)

Section 2.1

Adopted: 21 October 1981

Reviewed: 23 November 1989

Committee Review: 25 April 1994

Planning Committee Review December 2005-March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review March 2016

Review changes adopted by ISL Board of Governors March 2017

Reviews adopted by the ISL Board of Governors January 2022

2.2 THE BOARD OF GOVERNORS

The Board of Governors or the 'Board' for short is the Executive Committee of the Association. The Board exercises legislative authority over the School in accordance with the laws of Zambia. It determines general policy, sets the strategic direction of the school and oversees the appraisal of progress. Through the Head of School, the Board delegates executive, supervisory and instructional authority to its employees..

2.2.1 Membership

- a. The Board shall consist of (9) persons chosen from members of the Association who shall be elected by the Association in the manner prescribed by the Constitution (Article V) and the By-Laws (Article 2).
- b. Membership on the Board shall be reserved for all members of the Association who do not find themselves with a Conflict of Interest with the school, its policies, or other members of the Board or Staff. Should a member(s) find themselves under such conflict, sub clause 2.2.6 shall apply.
- c. Board Members shall adhere to the Board Code of Conduct. Any violation of the Code of Conduct will lead to a forced resignation from the Board. Members shall accept the voluntary character of their service to the school, they shall accept that they are responsible for the welfare of the entire school, and they shall not represent any special interest group.
- d. ISL Association members, shall become eligible as Board Members after at least one year of membership; At least two of these board members shall be Zambian nationals, with no more than three Board Members of any one nationality.
- e. No member of the Association who is a paid employee of the school, or a direct family member of a paid employee, shall be eligible for election to the Board. To foster and encourage a productive relationship with staff (professional staff and support) a representative will be elected from each group to serve as ex-officio members of the Board.
- f. No two persons, whether parents or guardians of the same child(ren) enrolled at ISL may serve on the ISL Board simultaneously.
- g. In addition the Board shall have power, in its discretion, to nominate such persons, through majority vote, not exceeding two (2), to be Board Members. Such persons, when nominated, shall hold office as Board Members in all respects as if they were elected by the Association at the Annual General Meeting immediately preceding their nomination. It is not necessary that the members so nominated be members of the association.

2.2.2 Conflict of Interest

- a. Membership on the Board shall be reserved for all members of the Association who do not find themselves with a Conflict of Interest with the school, its policies, or other members of the Board or Staff. Should a member(s) find themselves under such conflict, sub clause 2.2.6 shall apply.
- b. A conflict of interest occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship.
- c. A Board member, a member of a Board Committee, or staff member, who has any direct or indirect interest in the outcome of any transaction with the School, whether individually, through a company, or a non-for-profit organisation, shall disclose such interest to the Board. The Board or Committee member shall not be eligible to vote on any motion or resolution or participate in discussions related to such interest.

2.2.3 Board Powers and Duties

- a. **The Board shall concern itself primarily with broad questions on strategy, general policy and with the appraisal of progress, rather than with administrative details.** The application of policies

is an administrative task to be performed by the Head of School through his/her staff, and he/she shall be held responsible for the effective administration and supervision of the entire school.

- b. In carrying out its legislative service, the Board has the power to issue contracts for service and materials; the power to inspect or to employ a staff of consultants to inspect such service and materials; the power to pass judgement upon employees and their work; and the **power to veto** acts of all employees or their work when such acts or work are deemed inexpedient to the legal rights or obligations of the community, or are inconsistent with the established policies of the Board.
- c. Among the specific functions exclusively reserved to the Board are the following:

A. Planning and Strategic Direction:

The Board shall initiate the development of a Multi-year Strategic Plan, which shall be done in collaboration with the Head of School. The Strategic Plan will be implemented by the Head of School through annual work plans, which will be submitted to the Board for Approval jointly with the annual school budget.

The Board has the responsibility of the recruitment, renewal and dismissal of the Head of School, as well as annual evaluation of his/her performance.

Further the board shall approve:

- 1) Reports relating to ISL policy matters;
- 2) Employment of senior personnel (under direct supervision of the Head of School);
- 3) Creation, change and elimination of employee positions;

B. Policy development:

Policies are a set of rules that give direction and outline ISL's general principles. They set the framework for decision-making. The purpose of policies is to agree on ISL's values, philosophy, and culture. They show the 'why' behind certain actions. They differ from procedures, which describe the 'how' with regards to the implementation of the policies. Procedures may be referred to as "guidelines" or SOPs (standard operating procedures) at ISL. They ensure that all stakeholders understand their roles, rights and responsibilities.

The board shall determine, upon recommendation of the Head of School, general policies in line with the schools mission, vision and philosophy concerning:

- a) Organization
- b) Curriculum and instruction
- c) Staff Position classification and compensation
- d) Disposition of all school assets
- e) Admission and expulsion of students
- f) Government and public relations
- g) Employees' welfare and relations
- h) Fees and tuition
- i) Overall administration of the school

The implementation of policies is the responsibility of the Head of School, who has to ensure proper mechanisms and tools are in place to facilitate this. He/she also has to ensure that the policies are monitored and results reported to the board.

C. Financial Oversight:

The Board shall approve and adopt the school budget, as outlined under Section 3 of this policy. The Head of School will present the proposed budget to the Board for their consideration.

The Board will ensure that annual external audits are being done on the school finances.

Further the board will have the approval of:

1. Disposition of all real property, including mortgages and leases;
2. Insurance policies covering assets of the school;
3. Salary budgets, ranges and increases and personnel policies;
4. Capital and financial budgets;
5. Capital outlay expenditures, loans above the approved Board ceiling, dividend and/or interest payments, and other important financial matters;
6. Fees and tuition;
7. Accounts;
8. Selection of banks for deposit of the Association's funds.

D. Curriculum:

The board shall, based on recommendations from the Head of School and the School Faculty, be responsible for setting the general policy that will guide the development of the school curriculum, as well as policy on evaluating student performance. The Board shall also have general oversight of the educational programme. The Head of School, in collaboration with the school faculty, shall develop the curriculum and ensure it is aligned to the school policy. He/She shall also ensure regular review, evaluation and improvement of the curriculum and its implementation.

E. Appraisal/oversight:

The Board has the responsibility of the oversight of the school in all its aspects- educational, managerial, and operational. The Board fulfils this responsibility primarily by recruitment, evaluation and continuous professional development of the Head of School. In order to fulfil these obligations, the Head of School shall provide periodic reports to the Board providing clear information on the aspects mentioned above. The exact format of the report shall be decided between the Board and the Head of School, aligned to existing planning tools. Based on needs identified, the Board can require additional documentation as required.

F. Board internal management shall include but not be limited to:

1. Election of the Chairperson and other officers of the Board
2. Carrying out decisions taken by majority vote at Annual General Meetings.
3. Determination of the time and place of regular and special meetings of the Board.
4. Board self-evaluation

2.2.4 Individual Board Member Authority and Liability

Individual Board Members have the authority of office only during officially convened Board Meetings except where the Board of Governors has specifically delegated authority to an individual Board Member. Because all powers of the Board of Governors are derived from the constitution of the Association and are granted in terms of action as a group, individuals exercise control only as they act at a duly convened, official meeting of the Board of Governors. Because they have no individual authority or responsibility for the legal or financial affairs of the school, Board members are not individually liable for Board of Governors' actions, except as Zambian law may apply.

2.2.5 Board Member Orientation and Development

The Board realises the importance of an orientation process for new Board Members. Under the guidance and direction of experienced Board Members and the Head of School, orientation will be provided to new Board Members. Details of the orientation will be included in the Board Handbook.

2.2.6 Board Member Compensation and Expenses

Members of the Board shall receive no remuneration for their services. They may be reimbursed for all necessary expenses incurred in attending any conferences, or in making any trips or official business for the School when so authorised by the Board. This does not include any expenses incurred when attending regular or special meetings of the Board.

2.2.7 Resignation of Board Members

- a. **Forced resignation:** Should any Board Member find himself in conflict with the interests of the School, or in violation of the signed Code of Conduct, they shall so state, and if such a conflict is found to exist the Board may require the Board Member to resign. The resignation is to be in writing to the Chairperson within thirty days. As provided for elsewhere (Policy 2.2.7), the Chairperson may require the resignation of a Board Member under certain circumstances.
- b. **Voluntary resignation:** of any Board Member should be timely enough to secure a replacement. In the event of a Board Member's resignation that would cause the membership of the Board to be less than a quorum, such resignation would not be accepted until the next regular meeting of the Board.
- c. In case of illness, maternity/paternity leave or other reasons, Board members can request a temporary leave period for a maximum of three (3) months.

2.2.8 Vacancies on the Board

Whenever, between formal elections, a vacancy occurs on the Board, the remaining members may by majority vote appoint another Association member as a successor. The Board shall make such appointment within 60 days. Should the Board not act within 60 days after the position falls vacant, the Chairperson of the Board should make the appointment. The appointment should be up to the next Annual General Meeting. The Association will elect a replacement to fulfil the term remaining in office or if the entire term has been fulfilled will elect the replacement for a full 3 year term.

2.2.9 Board Officers

- a. **Election of board officers:** At the first meeting of the Board following the Annual General Meeting the Board shall elect, by nomination and majority vote of the Board Members, its officers for the ensuing year. These officers shall be Chairperson and Vice-Chairperson.
- b. **Responsibilities of Board chair and Vice-chair:** The Board will determine Terms of Reference of the Chairperson and Vice-Chairperson. The Chair has the responsibilities as outlined in this policy. This includes leading and managing Board meetings and other internal Board affairs; ensuring the Board is fulfilling its responsibilities as set under this policy; liaison between the Head of School and the Board; initiating the annual self-evaluation of the Board; and representing the Board to the wider community.
- c. **The Secretary to the Board** shall normally be an ex-officio member. He/she shall have the responsibility for preparing Board minutes, but he/she shall have no vote.
- d. **Delegation of authority:** In the absence of the Chair and the Vice Chair of the Board, the Chairperson of the Finance Committee will act as Chairperson of the Board. In his/her absence and the absence of the Chair and the Vice Chair, the Chairperson of the Planning Committee will act as Chairperson. In the absence of the above members the Marketing Committee Chairperson will act as Chairperson of the Board. In the absence of all of the above members, the remaining members



present at the meeting shall elect from amongst their number one member to function as Board Chairperson.

2.2.10 Board Committees

- a. In order to fulfil its function, the Board shall set up committees to help in decision making, consultation and to provide recommendations to the Board on specific topics.
- b. The Board has the sole authority to create and dissolve committees as well as to assign tasks to committees. Depending on the type, the committees shall be either continuous (standing committee) or temporary (advisory committee). Other Committees may be established by the Board based upon a perceived need and upon majority vote.
- c. The Board shall have the sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.
- d. The role of standing and advisory committees shall be to recommend policy and other major decisions to the Board. The Board shall decide to accept, modify, or reject such recommendations. Unless the Board approves a specific exception, a committee shall have only the authority to recommend to the Board and shall not have the authority to make a decision. However, no committee shall be empowered to authorize the expenditure or investment of funds of the Association or the disposal of property of the Association (By-Laws, 6).
- e. Recommendations of committees shall be based on research and fact.

2.2.11 Standing Committees:

- a. Standing Committees function on a continuing basis.
- b. Committees must oversee the following:
 - Strategy
 - Finance
 - Policy/oversight
 - Estates
 - Human Resources
 - Marketing/admissions
- c. The terms of reference for each committee will be developed by the Committee and approved by the Board of Governors.
- d. Each year, the standing committees will develop their annual priorities, aligned to ISL Strategic Plan, to be presented and approved at the first meeting of the Board for the school year. This will then be shared with the Association at the beginning of the academic year. The Administration will provide information on the resources available to the standing committees. The committees shall participate in the self-evaluation process of the Board.
- e. The Committee Chairpersons and Vice-Chair will be voted by majority at the Board meeting directly following the Annual General meeting.. All Board members are welcome to serve at their discretion, on any one or more of the standing committees. The Head of School and the Deputy Head of School shall also be members of the standing committees. Other membership shall be those persons invited by the standing committee chairperson to form part of the committee. All committee members must be members of the ISL Association and apart from the Head and Deputy Head, a maximum of two members of the professional/support staff employed by the school may be members at any given time. Other staff or outside experts can be invited to standing committees on an ad hoc basis, based upon needs.
- f. The active participation of parents in the functioning of the standing committees is to be encouraged.

2.2.12. Advisory Committees :

- a. Advisory Committees may be created on a temporary basis by the Board to serve as a task force for special purposes or to provide consultation in a particular area of activity.
- b. The composition of advisory committees shall be broadly representative and shall take into consideration the specific tasks assigned to the committee; members of the professional and support staff as well as members of the Association may be appointed to an advisory committee as members or consultants, as found desirable. Appointment to such advisory committees shall be made by the Board unless otherwise specified. Tenure of advisory Committee Members shall be for a maximum of one year unless the member is re- appointed.
- c. Each committee shall be clearly instructed as to:
 - (a) The length of time each member is being asked to serve
 - (b) The service the Board wishes the committee to render and the extent and limitations of its responsibilities
 - (c) The resources the Board will provide
 - (d) The approximate dates on which the Board wishes to receive major reports
 - (e) Board policies governing committees and the relationship of these committees to the Board as whole, individual Board Members, the Head of School and other members of the professional staff;

2.2.13 Board Legal Counsel

- a. The Board shall avail itself of legal counsel who will be available for consultations on general routine matters relating to Board action or decisions. He/she shall be kept fully familiar with the legal and tax issues of the School and his/her services shall be called upon in connection with these as needed. In addition thereto, he/she will be available to handle collection matters, labor problems, claims by or against the school or its staff, insurance problems, juvenile discipline problems involving police or other public officials, and corporate and tax matters.
- b. The attorney would be directly responsible to the Chairperson of the Board and to the Head of School. All his/her communications should be directed to the Head of School unless he/she is advised differently by the Chairperson of the Board.
- c. Specific arrangements regarding compensation, time sheets, expense records, and billing shall be spelled out in the arrangement between the Board and its legal counsel.

2.2.14 Board - Head of School Relationship

- a. The legislation of policies, strategic planning and appraisal of progress, is the most important function of the Board, while the execution and administration of the policies and the daily management of the school is the function of the Head of School. The delegation by the Board of its executive powers to the Head of School provides freedom for the Head of School to manage the School within the Board's policies and frees the Board to devote its time to policy-making and appraisal.
- b. The Board holds the Head of School responsible for the educational, managerial and operational aspects of the school. He/She, through the staff, develops appropriate procedures, processes and tools to ensure: effective monitoring and administration of policies and strategic plans, the execution of Board decisions and the operation of other services required to serve the School's needs.
- c. Board and Head of School shall respect, support, and avoid interference in each others' roles and responsibilities.
- d. The Head of School has the responsibility for keeping the Board informed about school operations, progress and problems. In order to review performance and maintain oversight of progress, the Board requires regular/ frequent reports from the Head of School. Such reports shall deal particularly with progress on meeting the objectives of the curriculum, the student wellbeing and academic results, problem areas, the progress against implementation of policies, the financial position of the School, the status of approved projects, the condition of building and properties, the evaluation of teachers

and staff performance, an overview of contracting, the relations with, government authorities and the relation with the public.

2.2.15 Board Self-Evaluation and action plan

The Board will conduct a regular (every 2 to 3 years) self-evaluation to gauge its efficiency. Under the leadership of the Chair and the support of the Policy, Planning and Oversight Committee, the Board will develop a separate procedure detailing the process of the self-evaluation. The evaluation should be positive and constructive, with clear standards to measure the performance. These standards are to be included in the self-evaluation procedure. The self-evaluation should lead to an action plan for the board, which shall be monitored at the end of each school year. Within this the Board should evaluate their efficiency and effectiveness in governing the school. This includes:

- :
- capacity to give strategic direction to the school;
 - reflection on the internal skills available amongst Board members;
 - effective accountability and communication towards the association;
 - relationship with the Head of School. .

2.2.16 Board Meetings

- a. **Organisational Meeting:** Within thirty (30) days of the Annual General Meeting, the Board will hold an Organisational Meeting which will include, in addition to the Standing Agenda, the election of the Chairperson and Vice-Chairperson, along with the appointment of the Committee Chairpersons.
- b. **Regular Board Meetings:** Board affairs shall be dealt with during Regular Board Meetings. The Chairperson shall ensure that the Board meets at least 6 (six) times in the interval between two consecutive Annual General Meetings. Unless otherwise specified, all Board meetings shall be held at ISL. Six Board Members shall constitute a quorum.
- c. **Special Board Meetings:** The Chairperson may convene special meetings of the Board when intensive consideration of a timely subject is desirable or to allow time for special Board study. The Board may meet in special meetings at the request of at least three members or at the request of the Chairperson outside of a regular meeting. Special meetings shall be announced in writing with a minimum of seven day's notice, unless shortened or waived by not less than three-quarters of the members of the Board. The request shall indicate the subject(s) proposed for a discussion and the date proposed for such meetings. No business other than that stated in the call of the meeting shall be transacted unless all members are present and agree to consider and transact other business.
- d. **Executive Sessions:** Meetings are closed to the public only during executive sessions, which may be called to discuss matters not appropriate for public disclosures. Any decisions made during executive sessions, however, require ratification in open session, as long as confidentiality can be maintained. The Agenda of each regular or special meeting will provide for an executive session to discuss certain sensitive issues, such as:
 - i. Legal discussions concerning the prosecution, defence, settlement, or litigation of any judicial action or proceeding in which the Board is a part;
 - ii. The appointment, evaluation, assignment, duties, discipline, or dismissal of a staff, or to hear complaints and charges against a staff, a student or member of the ISL Association ;
 - iii. The purchase, exchange, lease or value of real property and negotiated contracts for prospective gifts or donations.

It is expected that most business will be dealt with during Regular Board Meetings and that Executive sessions are only used on a limited basis. It will be up to the Board Chair to decide, upon justification, if the topics to be discussed warrant an Executive session or not. Only Board Members and those staff members specifically invited by the Board to attend shall be present at executive session. Executive Board sessions will be done in presence of the HoS, unless pertaining directly to



his/her position. Minutes taken during an executive session shall be held confidential in accordance with the Board's policy on minutes (see minutes policy 2.2.23). Members of the Board shall be duty bound to keep all matters discussed in executive sessions confidential.

e. **Agenda:** The Head of School shall prepare an Agenda, in consultation with the Board Chairperson for each regular meeting. This agenda and background papers shall be sent to each Board Member before the meeting, timeframe to be decided by the chair and communicated in the Board Handbook. The Agenda shall also concurrently be made available to staff members and shall be shared to notify interested persons of the items to be discussed.

g. **Board Minutes:** Minutes shall be kept for all meetings and shall include not less than:

1. A statement of the date, time, and place of the meeting.
2. The members present and members absent.
3. Any decisions made at the meeting will be recorded.

Draft minutes shall be written, and circulated within ten days of the conclusion of any meeting. These draft minutes will then be presented to the Board at the next regular meeting for adoption with any changes and corrections. Except for minutes taken during the executive sessions, all approved minutes shall be publicly available. Minutes taken during executive session shall be kept by the Board Chairperson, and be disclosed only when such disclosure is required by the law or at the discretion of the Board. Minutes shall be kept for a minimum of 10 years after approval of the minutes of the regular meeting.

2.2.17 Board Voting and Decision making method:

- a. Whenever a consensus cannot be reached, the Board will vote by show of hands according to the following procedure: **Formal Motion made, formal motion seconded. Call for 'In Favor', call for 'Against'**. The Secretary will record the number of votes for and against the motion and include such in the minutes.
- b. Majority of votes, unless otherwise specified in this policy, will suffice for a decision. In case of a tie, the Board Chair will have the final decision.
- c. Where a majority of Board Members present so request, votes may be conducted by secret ballot.
- d. six (6) board members shall constitute a quorum.
- e. There shall be no voting by proxy, except as provided for in the constitution.
- f. Board decisions will identify a clear timeframe, a responsible party for implementation and a concrete objective.
- g. All questions not specifically provided for in the Constitution, By-Laws, or Board Policies and Regulations shall be decided upon by majority vote of the Board. Also see 2.2.25 for any urgent cases.
- h. Final action cannot be taken on such subjects at the meeting in which they are first raised. Subjects that are introduced for the first time will normally be referred to the Head of School, an appropriate committee, or held over for consideration at the next meeting.

2.2.18 Communication with ISL Association

- a. Through the Head of School, any key points discussed by the Board, should be regularly communicated to the ISL Association.
- b. **Attendance to board meetings:** Access to the Regular Board Meetings are open to the association members as observers. The Association members are to be informed of meeting date, venue, time and agenda.
- c. **Addressing the Board:** In order that the Board may fairly and adequately discharge its overall responsibility, Association Members who wish to make requests, representations, or

proposals to the Board are requested to direct these to the Head of School, who will deal with them according to rules adopted by the Board (see below). The intent of the rules is:

- To allow a fair and adequate hearing to those who wish it.
- To allow the Head of School to take direct action, or to recommend action
- To minimise the possibility of the Board making ill-advised, illegal, or improper rulings
- To see that time taken in these matters does not interfere with the scheduled business of the Board.

An Association Member desiring to address the Board shall make the general subject matter of the request known to the Head of School, in writing, in time to permit him\her to include the item on the agenda. This request should be submitted at least 10 days prior to the meeting. This will give the Board an opportunity to consider the proposed statement and requests.

Any Association Member addressing the Board shall identify himself\herself by name and address. The number of persons addressing the Board, and the length of time to be allotted to each shall be determined by the Chairperson. He\she will bring any such presentation or discussion to a close when in his/her judgement the orderly conduct of business before the meeting so requires.

2.2.19 Handling Parents Complaints

- a. Conflicts and disputes with the school will be dealt with internally in accordance with procedures found in the Parents and Students Handbooks.
- b. The School shall welcome constructive criticism and complaints as opportunities to solve problems and create improvements. However, parents shall be expected to make every effort to resolve problems through the school hierarchy as outlined in the Parents and Students' Handbook.
- c. If the members of the ISL Association are not satisfied with the final decision by the HoS, or if they feel due process was not respected, then it may be brought to the Board in writing. The Chair shall provide a written response within 72 hours acknowledging receipt of the concern.
- d. The Chair will decide on the best way forward to handle the complaint, and inform the complainant. The Board will take the claims under advisement and issue responses after due deliberation, as per the appeal procedures. A final decision will be provided no more than 15 days after reception of the concern. If more time is required to review the case, a new time frameline shall be communicated before the end of the 15 days.
- e. If questions or problems relate to personalities, the Board may go into executive session to receive such presentations.
- f. In cases of emergency, of which the Head of School and\or the Board shall be the judge, stipulations concerning prior conferences and appointments may be dispensed with by vote of the Board Members present.
- g. A detailed procedure shall be included in the Parents and Students Handbook for submitting formal complaints to the Board.

2.2.20 Preliminary Development of Draft Policies.

- a. Proposals regarding School policies and operations may originate from, any interested member of the Association, , etc.
- b. Any proposals for new or revised policies will be first submitted to Head of School and relevant Board Committee for consideration, who in furtherance of the development of the policy proposal may at their discretion consult parents, the professional or support staff, students, and\or any other interested or knowledgeable sources. After studying the proposal, key arguments will be presented to the Board, which will then decide whether to take the policy development or review forward or not, and agree on



the main objectives of the policy. A preliminary draft shall be prepared through the Head of School, in consultation with the relevant committees, and shall be presented to the Board for its consideration.

- c. **Active participation:** Given that the development, review, and refinement of policy are an important and ongoing task for the School, the active participation of all members of the School community is to be encouraged. Action on such proposals, whatever their source, is taken finally by the Board. It is a right for students from the middle and higher grades to participate in developing and improving the rules and standards of pupil behavior in the school.

2.2.21 Policy Adoption, Dissemination and Implementation

- a. **Adoption:** Policies can only be adopted by the Board. Policies introduced and recommended to the Board shall not be adopted until a subsequent meeting. Thus, time shall be given to permit further study and also to give opportunity for interested parties to react. However, temporary approval may be granted by the Board in lieu of formal policy, to meet emergency conditions of special events which will take place before formal action can be taken.
- b. **Dissemination and access:** The Head of School shall ensure all written policies, formulated and adopted, are communicated and made easily accessible to the ISL Association through existing E-platforms and referenced through student and parent handbooks.
- c. **Implementation of the Policies:** The Head of School, through his/her staff, will develop adapted procedures, guidelines and tools for the successful implementation of the policies.

2.2.22 Board Policy Filing

The School shall ensure that all relevant policies and procedures are easily accessible to the ISL community. All policies and procedures need to be centrally archived on e-platforms and regularly updated..

2.2.23 Board Review of Procedures

- a. The Board reserves the right to review procedures and regulations at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies adopted by the Board. The Board will also organise regular internal institutional audits to verify the use of the procedures and regulations, with the objective to improve the school systems' efficiency (see section 3.3.10)
- b. The Board will have access to all procedures at school. Regulations need not be reviewed by the Board in advance of issuance except as required by law or when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for the regulation to have the Board's advance approval.
- c. Before issuance, regulations shall be properly titled and coded as appropriate to the subject and to conformance with the condition system selected by the Board.

2.2.24 Policy Review and Evaluation

- a. The Board shall review its policies continuously based on the time frame set by the Policy and Planning Committee, in an effort to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision.
- b. The Board, through the Policy and Planning Committee, shall evaluate how the policies have been executed. It shall rely on the Head of School to provide evidence of the effect of the policies which it has adopted.
- c. The Head of School is responsible to bring to the attention of the Policy and Planning Committee any policy that is out-of-date or for other reasons appears to need revision.
- d. The Board directs the Head of School to review all procedure manuals annually for administrative updating.



2.2.25 Administration in Policy Absence

In urgent cases, when action must be taken and the Board has provided no guidelines in policy for such action, the Head of School shall have the power to act in conjunction with the Chairperson or acting Chairperson. Their decisions, however, shall be subject to review by the Board at its next regular meeting. It shall be the duty of the Head of School to inform the Board promptly of such action and of the need for policy.

2.2.26 Board Handbook

The school will keep an updated handbook for the use of Board members. The objective is two-fold. For the new board member, it is an orientation handbook that provides useful information about the school, board structure and operations, and fellow board members and staff. For all Board members, the manual then becomes an indispensable working tool and a central resource about the organization and the board. Materials can be added and removed to create an up-to-date reference. It shall be kept and updated by the Board Secretary. The Boardhandbook shall include detailed guidance on board attendance, minutes, agenda, key policies, etc.

Cross Reference: Constitution and By-laws of the ISL Association

board members communication with Association

Section 2.2

Adopted: 1981, 1983, 1989

Reviewed: 1990

Committee Review: March - November 1994

January - September 1995

Planning Committee Review December 2005 - March 2006

Review changes adopted by ISL Board of Governors April 2006

Reviewed and revised by ISL Board of Governors May 2011

Planning Committee Review March 2016

Review changes adopted by ISL Board of Governors March 2017

Reviews adopted by the ISL Board of Governors January 2022

3.0 THE SCHOOL FINANCES

It is imperative that the parents who support ISL through the payment of fees, and as members of the Association have confidence that the relationship between financial support and educational outcomes is identifiable.

All financial affairs must be conducted in a proper and transparent manner with every effort made to ensure that the best value is made of the available financial resources in order to ensure a quality education for the children who attend the school

3.1 SCHOOL BUDGET

3.1.1 The School Financial Year

The Financial Year of ISL runs from August 1 to July 31 of the following year.

3.1.2 Budget Preparation

The Head of School with the assistance of his/her staff shall develop a proposed budget for the following Financial Year (August 1-July 31). This proposed annual budget shall be prepared no later than the 30th January of each year.

This proposed budget shall be submitted to the Finance sub-committee of the Board for review. Such review shall be completed by no later than the 28th February of each year.

The following guidelines shall be used by the School Administration during budget preparation

- Proposed budgets will be developed on at least three levels:

- Level 1

- Total Budget shall not exceed the current operating Budget adjusted for possible variations in economic fundamentals. This adjustment will be specified by the Board each year, at the November meeting.

- Level 2

- The total Budget will reflect the current operating Budget adjusted in level 1 (i.e. adjusted for possible variations in economic fundamentals), and incorporate proposed financial plans.

- Level 3

- If additional funding is necessary, additional levels of increase in the form of independent increments may be submitted.

- Budget line items should be prepared in a manner that allows for direct comparison with the present operating Budget line items.
- All proposed budgets should reflect the most likely scenarios for both anticipated expenditure and revenue.
- The proposed budget must include and clearly show all of the following areas:

Income and Recurrent Expenditure, salaries including ranges and increases, proposed capital expenditures during the period, and all other important financial matters that will impact on the School during the budget period.

3.1.3 Budget Adoption

It is the duty of the Board to approve and adopt the School Budget.

The Head of School will present the proposed budget to the Board for their consideration and preliminary approval at the March meeting. The budget will be formally adopted by the Board before the 30th April of each year.



The Budget is a financial plan and proposals for new or expanded programs or other expenditures may be adopted on a preliminary basis contingent on increased funding becoming available. Commitments may not be made on preliminary adoptions until funding is assured.

Primary sources of additional funding for the operating Budget are tuition increases and/or increased enrolment.

The approved budget for the coming financial year will be presented by the Board at the Annual General Meeting.

3.1.4 Budget Changes

When a Budget has been adopted by the Board, the transfer of funds from one line item to another requires Board approval.

The exchange rate to be adopted in relation to foreign exchange transactions forms part of the budget, and any change in the rate to be used must be approved by the Board.

In principle, no deficit will be carried over from one year's Budget to the following year.

3.1.5 Budget Administration

The Head of School has overall responsible for correctly administering the budget. He/she, along with the management team and administrative staff, are expected to exercise transparent and prudent financial management in the execution of all School affairs.

While the objective of the School is the provision of a quality education for the children attending the school, we realize that prudent financial management is extremely important to the sustainable functioning of the School and the attainment of the educational excellence which the Association strives for. Consequently, management is expected to place due emphasis on good financial management and realize that it is an important aspect of any performance evaluation of the School and its management.

Section 3.1

Adopted: 1981

Reviewed: Committee review 1990

Reviewed by Policy Committee: March 1996

Planning Committee Review December 2005-March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review March 2016

Review changes adopted by ISL Board of Governors March 2017

3.2 TUITION AND OTHER FEES

Tuition and other fees provide the revenue that finances the expenditure in relation to the students' education and the sustainable functioning of the School. In this sense they are extremely important, and it is incumbent on the Board and the School Management to ensure that they are collected in a timely and complete manner.

3.2.1 Registration Fee

The School will levy a non-refundable registration fee for all student applicants. This onetime fee must be paid before the registration process is completed.

3.2.2 Enrollment Fee

The School will levy a non-refundable Enrollment Fee for all student applicants, with the exception of students enrolling in the school for the first time in Year 12 or 13. This onetime fee is allocated to the capital development fund must be paid before the student starts classes. There is a discount of 50% on the second and subsequent children of the same parents.

3.2.3 Tuition Fees and Schedule of Payment

The level of the tuition fees shall be established annually by the Board and shall be based upon anticipated income and expenditure for the coming financial year.

The tuition fee for each student shall be payable by the end of the first day of each quarter (Term).

A tuition fee note for each student shall be sent to parents/guardians, a minimum of 30 days prior to the beginning of the quarters I, II III and IV. Tuition is payable for a full quarter and is charged at the rate of 25% of the full annual tuition fee for each Term 1-4.

If the quarter fees are not paid by the payment date on the invoice, a 5% penalty will apply and the child will be excluded from school at the start of the quarter, unless in exceptional or special circumstances as may be approved by the Head of School. Except at the beginning of the school year, when waiting lists are active, the School may reserve the place for the child for 10 days, after which the place will be given to the next child on the waiting list.

For students enrolled after the beginning of a Term, the following rates will be applied

- Attendance of 50% or more of a quarter = full quarter fees
- Attendance of from 25% to less than 50% of a quarter = 50% of fees
- Less than 25% attendance of a quarter = 33% of fees

Parents who inform the Administration in writing of their intention to withdraw their children during the course of a term, and give one full term (quarter) or 3 months' notice before the first day of quarter, will pay fees in the proportions outlined above.

An advance fee payment for over one academic year will not be accepted.

3.2.4 Mode of Payment

In order to provide good fiscal management, it is the intention of the school not to accept cash payments for fees at the ISL office. Alternate acceptable Modes of Payment are cheque payments at ISL, direct deposit into an ISL account as a bank transfer or payment of cash at various bank locations. A receipt will be issued after payment has been verified with the bank.

If for any reason a cheque is not honored by the bank, the issuing party will be responsible for all charges incurred by the school and further payments will only be accepted in the form of cash or bankers cheque.

3.2.5 Extraordinary Fee Increase

If the School expenses at the end of each Term and the established expenses for the remaining terms of the School Year shall exceed the amount budgeted in a manner that threatens the financial stability of the School, an additional assessment per student, sufficient to meet the anticipated deficit may be levied by the Board.

3.2.6 Discounts

The Board may approve various discounts in the fees due (such as for pre-payment of entire years fees or for families with multiple children attending the School) if it considers that such discounts will contribute to the sound financial management of the School. Any such discounts must be specifically approved annually along with the determination of the tuition fee level for the coming school year.

3.2.7 Refundable Security Deposit

It will be the policy of ISL to protect the school against loss or misuse of educational materials or loss of revenue through the withdrawal of students without due notice. To this end, the school will establish a Refundable Security Deposit to be deposited upon acceptance of each student.

Any deposits to be paid should be payable in a single currency only, determined by the Board in its budgetary deliberations. This fee, less any charges for loss or damages or through lack of one full term (quarter) or three months' notice of student withdrawal, will be refunded upon formal, written withdrawal.

The repayment of such deposits whether in whole or in part, may attract interest at a rate subject to Board approval from time to time.

3.2.8 Bursaries

Bursaries are provided to professional staff according to current Conditions of Service.

A budget line will be established each year for the provision of Bursaries and Scholarships (see section 3.2.9 below).

3.2.9 Scholarships

At the discretion of the Board of Governors, the procedures outlined below will be implemented when the financial conditions of the school, as determined by the Board, permit.

1. Scholarships may be provided to currently enrolled students, on the basis of need, who are not eligible for a bursary (as described in 3.2.8 above) to a maximum of 50% of the tuition fee plus waiver of refundable deposit. A budget line will be established each year for the provision of Bursaries and Scholarships.
2. The Head of School will devise a confidential questionnaire to be completed by a parent requesting a scholarship. The aim of the questionnaire will be to provide a basis for determination of the award(s). Among factors to be considered will be: financial need, academic potential and character.
3. Scholarships can be made available for able students at a national level. Students wishing to take advantage of the Scholarship will sit for a competitive exam and take an interview.
4. The Board of Governors will establish a Bursaries/Scholarship committee made up of three members, a member of the Board, a member of the Professional Staff and an Administrator. The Committee will present all applications and also recommend to the Board the scholarships to be awarded.
5. Scholarship/Bursary requests are normally due to the Committee not later than 1st April for consideration for the subsequent school year. Scholarships/bursaries are implemented only after payment by parents of the amount not covered by the bursary.

3.2.10 Bad Debts

The School shall take every measure available to attempt to recover outstanding debts. However if after a period of six months the debt has not been recovered, this debt shall be removed from the current accounting



ledger. Notwithstanding this, the School shall make every effort to recover these debts after they have been excluded from the current accounting record. The School reserves the right to take necessary legal action when deemed necessary.

Section 3.2

Adopted: 1981

Reviewed: Committee review 1990

Reviewed by Policy Committee: March 1996

Planning Committee Review December 2005-March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review March 2009-May 2009

Review changes adopted by ISL Board of Governors May 2009

Reviewed and revised by ISL Board of Governors January 2011

Reviewed and revised by ISL Board of Governors March 2014

Reviewed and revised by ISL Board of Governors May 2015

Planning Committee Review March 2016

Review changes adopted by ISL Board of Governors March 2017

3.3 FINANCIAL MANAGEMENT

3.3.1 Account Management

Bank accounts shall be maintained and the Board of Governors shall adopt annually along with the Budget, a banking schedule naming the banks and the accounts to be maintained therein. If for management purposes it proves necessary to alter this schedule between the annual budget adoptions, the Head of School may submit such alterations to the Board for their approval.

All financial instructions must bear authorized signatures from the designated panels. These by one member of Panel A and one member of Panel B, or two members of Panel A up to a limit set by the Board from time to time. Panels will consist of members as follows:

Panel A - Head of School, Deputy Head of School, Principals and Finance & Administration Manager
Panel B – Chairperson Board of Governors, Vice-Chairperson Board of Governors, and other specifically designated Board Members.

3.3.2 Cash Management

An amount for a petty cash fund may be kept by the cashier or other designated officer. All such monies should be kept in a safe and secure manner. The amount therein on an impressed basis will be appropriate to the needs of such a fund. All expenditures from this fund will be correctly accounted for and included in the monthly accounts.

All other cash amounts should be deposited in an appropriate bank before the end of business on the day in question, and securely kept in the school safe until such deposit can be made. Under no circumstances shall an amount of cash in excess of the amount covered by the School's Insurance Policy be retained in the safe.

3.3.3 Fidelity Insurance

All Employees who handle school funds and assets shall be included in a blanket fidelity insurance which will indemnify the School against loss.

3.3.4 Purchasing Procedures

The Board's authority for the purchase of materials, equipment, supplies, and services is extended to the Head of School through the detailed listing of such items compiled as part of the budget-making process and approved by the Board through its adoption of the annual operating Budget.

The Head of School shall direct the purchase of such books, supplies, equipment, and other materials as are required and permitted within the limits of the Budget. However, in the case of any unusual or unplanned expenditure, the Board should always be consulted.

3.3.5 Bids and Quotations

In order to receive the greatest value for money expended, it shall be the policy of the School to purchase in quantity whenever possible and practical. Three (3) competitive quotations from established suppliers will be obtained for purchasing goods.

Items costing less than an amount to be determined by the board from time to time for each separate purchase shall not be subject to the above procedure.

All capital expenditure may be put to tender/bid by the Board at its discretion.

3.3.6 Payroll Procedures

Payrolls will be prepared and approved according to the Conditions of Service of employee's contracts. The payroll will be made by Bank Transfer to all Teaching Staff and by cash/bank transfer to all others.

The payroll will be prepared not later than the 22nd of each month and payment should be made available to the recipient by the last working day of the month.

3.3.7 Reimbursement of Expenses

Employees need prior approval for any expenditure, before any reimbursement can take place. The amount of expenditure is at the discretion of the Head of School subject to budgetary limits.

3.3.8 Loans to Staff

The loan policy in place is as defined in the Conditions of Service for each employee.

3.3.9 Accounting and Reporting

The Head of School has overall responsibility for the maintenance of the School accounts in a manner that respects normal accounting practices. This day to day task of maintaining the accounts and financial records will be delegated to the accounts staff employed by the School. Regular monthly management accounts shall be produced and presented to the Finance Sub-Committee of the Board for review. They shall subsequently be presented to the full Board for approval.

All financial accounts and records should be maintained in a transparent and complete manner that allows for a clear assessment of the financial position of the School.

3.3.10 Audits

The School shall contract for a fixed period a reputable firm to act as the School Auditors. The terms of the contract will be reviewed annually by the Head of School in time for any changes or amendments in the contract to be considered by the Board during the annual budget process.

At the end of each School financial year the auditors shall prepare audited accounts which shall be approved by the Board and subsequently ratified at a meeting of the Association.

Should the need arise the Board may request for financial and/or forensic audits to be carried out by the auditors at any time.

3.3.11 Gifts and Bequests

Any gifts presented to the School should be accompanied by a letter from the donor for recognition by the Board of Governors.

To be acceptable, a gift must satisfy the following criteria:

1. It must have a purpose consistent with that of ISL's Philosophy.
2. It must lead to, or involve, only acceptable costs for ISL.
3. It must support all applicable school programs
4. It must be appropriate to the best education of students.
5. It must be free of any endorsement of any business product.
6. It must comply with any provision of ISL Policy or Public Law.

A letter of appreciation signed by the Head of School / Deputy Head of School shall be sent to a donor.

3.3.12 Fund Raising

Raising of funds made in the name of the School must have the Head of School's approval. Solicitations, canvassing and fund-raising drives which have as their goal US\$5000 or more must be approved by the Board of Governors.

Section 3.3

Adopted: 1981, 1990



Reviewed: Committee review 1990

Reviewed by Policy Committee: March 1996

Planning Committee Review December 2005-March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review March 2016

Review changes adopted by ISL Board of Governors March 2017

4.0 PROPERTY MANAGEMENT, HEALTH AND SAFETY

4.1 SCHOOL PROPERTIES AND GROUNDS

4.1.1 The School Buildings

All School buildings shall be maintained in good physical condition. They should be safe, clean, sanitary, and as convenient and up-to-date as is necessary to promote the programme of the School.

The Head of School shall have overall responsibility for the care, custody, safekeeping and repair of all School property. He/She will establish such procedures and employ such means as may be necessary to discharge this responsibility.

Individual buildings on the main School campus will be overseen on a daily basis by the appropriate administrator (Head or Deputy Head of School), who will ensure that proper care of all School property is maintained.

4.1.2 School Owned Housing

All School-owned housing shall be maintained in a safe, comfortable, and attractive condition in order to protect the value of these properties as well as to give the School every possible advantage in the hiring and retention of high quality staff. The Head of School will exercise overall responsibility for this maintenance, and will direct the maintenance supervisor in the day-to-day management of these properties.

Annually, it will be the responsibility of the Head of School to inspect all School-owned properties in order to determine their condition. These inspections will be arranged in advance and with the full knowledge of any residents affected by the inspection. An inspection report will be prepared and filed on the prescribed form.

4.1.3 School Grounds

All School grounds shall be maintained in good physical condition. They should be safe, clean, sanitary, and contribute to the beautification of the School environment as well as facilitating the co-curricular and athletic programs of the School

The Head of School shall have overall responsibility for the care, custody, safekeeping and repair of all School grounds. He/She will establish such procedures and employ such means as may be necessary to discharge this responsibility.

4.1.4 Vandalism

The School management and teaching staff will remain vigilant against all forms of vandalism or defacement of School property, and shall see to it that repairs to vandalized items are carried out promptly. In cases of vandalism, a prompt investigation will be carried out in accordance with handbook policies.

4.1.5 School Vehicles

The Head of School shall, in consultation with the Board of Governors, acquire school buses and other vehicles suitable for student transportation, and in sufficient numbers to provide for the needs of the School's program.

4.1.6 Maintenance and Safety of School Vehicles

The Head of School will have overall responsibility for maintaining all vehicles used to transport students in a safe, clean, and attractive condition. Buses and other vehicles for carrying students will be regularly inspected in order to conform to, or exceed, the safety regulations prescribed by the appropriate Zambian authorities.



4.1.7 Tuck Shop Management

The Head of School will be responsible for the safe, sanitary, and orderly running of the Tuck Shop in accordance with local and reasonable standards of hygiene and nutrition. Workers in the Tuck Shop will be trained and supervised in order to provide a service that is pleasant and useful for all students and staff who patronize it.

The Tuck Shop should be managed for the financial benefit and advantage of the students and their councils.

4.1.8 Tuck Shop Price Schedules

Prices in the Tuck Shop will be set at a rate that is reasonable and which provides a steady flow of profit for the Student Council while also offering food and drink at affordable prices. Price schedules will be displayed prominently.

4.1.9 Disposal of School Property

Real Estate Property

Surplus real estate property of the School may be sold in the following manner:

1. The Board shall vote on whether to sell or not to sell the Property. A vote of two thirds of the sitting Board shall be required to approve the disposal of real estate property.
2. The property which shall be sold to the highest bidder shall be advertised twenty days in advance of the sale in at least one national newspaper.
3. A sign shall be posted on the property announcing the sale and the closing date for offers.
4. The Board shall reserve the right to reject any or all bids.

All money received from the sale of real estate property shall be deposited in the Capital fund of the school.

In all instances, records of the disposal of real estate property shall be kept permanently.

The Board shall instruct the Head of School as to the disposition of any property that is not saleable.

Surplus Equipment Materials and Supplies

It shall be the policy of the Board to dispose of surplus or obsolete equipment, materials, and supplies no longer required to accomplish the mission.

Disposal of such items shall be the responsibility of the Head of School or his designee after it is assured that they are no longer of any use to the School. Surplus items shall be classified and disposed of as follows:

1. Items having no resale value -- these may be offered without cost to charitable and civic organizations or disposed of by the most efficient method without Board approval.
2. Items having resale value:
 - a) Items having a fair market value of US\$200 or less may be disposed of by the Head of School or his designee at the most advantageous price by private sale, without advertising and without Board approval. The Board will be advised of such disposal at the subsequent Board Meeting.
 - b) Items having a fair market value of US\$200 or more shall be advertised for sale, upon Board approval, in a National newspaper and sold to the highest bidder. The School reserves the right to reject all bids.

All money received from the sale of equipment, materials, or supplies shall be deposited in the general fund of the School.



Records of the disposal shall be kept and maintained for a minimum of ten years.

Section 4.1

Adopted: 1983

Reviewed: Committee review 1990

Reviewed by Policy Committee: March 1996

Planning Committee Review December 2005-March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review March 2016

Review changes adopted by ISL Board of Governors March 2017

4.2 SCHOOL HEALTH AND SAFETY

4.2.1 Buildings and Grounds Safety

All necessary measures will be taken to keep the School's grounds and buildings safe for all who use them. To this end, the Head of School and Head of Schools will conduct regular emergency drills. The Administration will maintain emergency and other equipment, and facilities, in strategic places and in excellent condition.

4.2.2 Security and Key Control

The Head of School will maintain strict control over all keys to School Buildings. Personnel entrusted with keys will be required to sign for their use, and in the case of personnel holding particularly sensitive keys, a special level of security and accountability will be maintained.

4.2.3 School Safety

The health and safety of all students and personnel in the School shall be the first concern of all employees. All staff are responsible for the health and safety of students and employees and are expected to take every safety precaution within their power and to report to their superiors any dangerous condition not within their control.

4.2.4 Accident Reports

Accident reports will be presented to the Head or Deputy Head of School in all cases where injury to students or School personnel, or damage to School property occurs.

4.2.5 Fire Prevention and Drills

Orientation programs for employees and students shall include instruction in the School emergency plan and the use of emergency equipment. Particular attention shall be given to:

1. How to turn on a fire alarm;
2. Where the nearest fire extinguisher is located for each classroom;
3. Where the nearest fire alarm box or station is located for each classroom;
4. How to use the types of fire extinguishers in the building;
5. The usual exits, line of travel, or emergency procedure that students shall be expected to follow in case of fire, earthquake, civil defence, or other emergency for every classroom.
6. The alternate exits, line of travel, or emergency procedure which students will be expected to follow in case the usual exit and line of travel are blocked.
7. Where first aid supplies are located.

Emergency exit information shall be posted in each room. Such information shall be printed clearly in large letters on a card posted next to the door of the room.

Fire Drills shall be held to ensure that students and employees thoroughly understand the procedures and evacuation routes. Fire Drills must be held at least twice a semester during the School Year.

A report shall be made to the office of the Head of School after each Fire Drill during the School Year. This report shall give the date, time of day, required time of building evacuation, and a general evaluation of the drill, and shall report any unusual conditions associated with the drill. Special mention shall be made of equipment, alarm systems, exits, or other circumstances which in any way limit the complete safety of the School.

4.2.6 Emergency/Disaster Plans

The Head of School will ensure that the entire School is drilled in procedures designed to meet a range of disasters, including power failure, natural disasters, civil unrest, etc. To this end, a complete and accurate

record of telephone numbers and other contact procedures for reaching parents during the school day shall be maintained.

4.2.7 Bomb Threats

The Board acknowledges its responsibility to ensure the safety of the children under its care. At the same time, it wishes to deal firmly with bomb threats and to discourage this type of disruption, which poses a danger to everyone in the School even when it is merely a threat and a nuisance.

Therefore, procedures for dealing with bomb threats shall:

- Aim first toward ensuring student and personnel safety.
- Aim also toward identifying the person or persons making the threat.
- Require immediate reporting of any incident to the Head of School's office and the local authorities.
- Not require automatic evacuation of the threatened building. The Head of School will make the decision to evacuate, complying with direction from the Police, when available.
- Establish staff responsibilities for searching the building. The request of an employee not to participate in the search shall be honored.
- Provide that students not be dismissed from School until the end of the school day. Instead, if the building is evacuated they shall remain in safe areas under their teachers' supervision until the administration and police are satisfied no danger exists.
- Provide instructions to staff, especially office and switchboard personnel, in dealing with threatening phone calls.

The Head of School shall confer with the Chairperson of the Board, if possible, and brief him/her of the situation.

4.2.8 Emergency Closings/make-up of Emergency Closing Days

See Section 1.4.3 for policy on this issue

4.2.9 Insurance Management

The School shall maintain adequate levels of insurance against losses through fire, theft, accidents, liability, and all other foreseeable risks, as the Board of Governors shall see fit. The Head of School, in consultation with the Finance Committee, shall determine appropriate levels of coverage, and annually review these levels with the Finance Committee. The result of this review including recommendations for type and level of insurance cover will be presented to the Board and included in the budget process for the following School year.

The Board will select insurance coverage to provide the best protection for the School, its people, and its property.

Section 4.2

Adopted: 1983

Reviewed: Committee review 1990

Reviewed by Policy Committee: March 1996

Planning Committee Review December 2005-March 2006

Review changes adopted by ISL Board of Governors April 2006



Planning Committee Review March 2016
Review changes adopted by ISL Board of Governors March 2017

5.0 POLICIES RELATING TO STUDENTS

The Students are a core constituency of the School. They are the fundamental reason for the School's existence, as without them there would be no need or reason for the School.

The mission of the Association is to provide education to the children of the international community, foreign residents, and Zambian nationals and to prepare students to communicate effectively as citizens of the world who will cherish life-long learning.

In that sense all policies and activities of the School should have the students and their needs at the forefront, from conceptualization to implementation and evaluation.

It is the policy of the Board of Governors that no person attending the School shall on the basis of race, color, creed, religion, sex, or national origin be denied the benefits of, or be subject to discrimination in, any educational programmer or activity.

As outlined in Section 1.2.7 the Board shall consider student opinions in establishing policies, particularly those in the area of student privileges and other areas of special importance to students. The Head of School shall set up channels of communication with students through which the students may voice their views and suggestions on school regulations and program.

5.1 STUDENT ADMISSION AND RECORDS

Admission to the school shall be determined by the Head of School.

Admission shall be based on the completion of an application and the submission of any previous school and examination data as may be required by the Head of School to determine both the suitability and the correct placement of any applicant to be admitted to the School.

5.1.1 Admission Criteria

It is the policy of the Board of Governors that no child shall be denied admission to the School based on their race, color, creed, religion, sex, or national origin. Notwithstanding the generality of the admissions criteria, the school administration shall ensure that the international character of the student body is promoted and maintained.

The primary criteria for admission are the availability of a place and the potential of the applicant to benefit from the educational services available at the School. The capacity of the school to meet the educational needs of the applicant is also to be considered.

Whenever it is not possible to accommodate all qualified applicants, students enrolled as of the end of the previous school year shall automatically be enrolled for the following year. New applicants shall then be considered for admission on the basis of the date the application is received in the office. If a waiting list is necessary, qualified applicants will be admitted on a "first come, first served" basis as space becomes available. The sibling of a student currently enrolled shall be given priority on the waiting list for admissions.

Children should be five years of age on or before September 1st of the year of entry into Year One.

Children who have attained the age of four years by September 1st of the year of entry may be admitted to Reception. They must furnish a physician's certificate of vaccination and proof of age.

Children may at any time be admitted to such classes as they are qualified and of the appropriate age to join. Acceptance in Reception does not imply promotion into Year 1. Promotion from one year group to the next depends on academic attainment and social maturity.



Tuition and Fee Discounts

Full payment of tuition for the year prior to the start of school	5%
Full payment of tuition for the semester prior to the start of the semester	2.5%
Tuition discount for the third sibling and each subsequent sibling thereafter	5%
Discount on enrolment fee for each subsequent sibling	50%
Any other discounts in operation as per instruction of the Board	

5.1.2 Acceptance of Records from Other Schools

The School will accept educational records of student progress from educational institutions in any country, which are recognized by the Ministry of Education, or equivalent, in that country. ISL places special value on records coming from schools that have international accreditation.

These records will form a partial basis for decisions on acceptance into ISL.

Previous grades will not form the basis of any calculation by the School of the grades attained during the student's time in the School.

5.1.3 Placement of Students

The Head of School or relevant Principal shall where necessary organize screening for the placement of students.

Students will be offered placement in the appropriate grade at the School, as determined by the Head or Principal. Parents will be advised as to the grade level which is considered to be appropriate for the applicant's age and level of ability.

An applicant who does not have sufficient English to follow the regular program will be further screened by the English as a Second Language Department and will be placed in an ESL program appropriate to the student's needs.

Pupils who leave ISL before the close of a term shall, before entering again, submit to an assessment for determination of the class into which they may be entitled to enter.

5.1.4 Student Records

Student records are defined to be all official records, files, and data directly related to students, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school; specifically including, but not necessary limited to: identifying date, academic work completed, level of achievement (grades, standardized test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counsellor ratings and observations, and verified reports of serious or recurrent behavior patterns.

The intent of this policy is to establish procedures for granting requests of parents for access to their child's records, use of those data, and procedures for their transmittal.

A. Access to Records

1. The parent or legal guardian of a student will have access to records upon written request to the Head of School and to review them in his/her presence.
2. The parent, legal guardian or student, will, upon written request to the Head or Deputy Head of School maintaining those records, have the opportunity to receive an interpretation of those records, have the right to question those data, and if a difference of opinion is noted, shall be permitted to file a letter in

said cumulative folder stating their position. If further challenge is made to the record, the normal appeal procedures established by School policy will be followed.

B. Release of Information outside the School

1. To release student records to other school(s) in which the student intends to enroll, the parents or legal guardian and the student if he/she is 18 or over, must be notified of the transfer and the kinds of information being released. They will receive a copy of transcripts and standardized test scores if requested in writing and shall have the opportunity to challenge that record as described above.
2. Those data may be released to education and other governmental agencies only if the names and all identifying markings are removed to prevent the identification of individuals.
3. To release student records to other persons or agencies, written consent shall be given by the parent or legal guardian, and the student if he/she is 18 or older. This consent form will state which records shall be released, to whom they shall be released and the reason for the release. A copy of the transcript and standardized test scores will be made available to the person signing the release forms if he/she so desires.
4. All authorizations for release of information will be filed in the student cumulative folder.

C. General Procedures

Purpose

The purpose of these regulations is to set forth requirements governing the protection of privacy of parents and students.

Definitions

Directory Information means student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student, and other similar information.

Educational records mean those records which are directly related to a student's academic and social progress and are maintained officially.

The term does not include:

- (1) Records of instructional, supervisory, and administrative personnel and educational personnel which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute:
- (2) records on a student which are created or maintained by a physician, psychiatrist, or psychologist, or other recognized professional or para-professional acting in his professional or para-professional capacity, or assisting in that capacity, and which are created, maintained or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

Parent includes a parent or guardian or an individual acting as a parent of a student in the absence of a parent or guardian. ISL presumes the parent has the authority to exercise their rights as a parent unless ISL

has been provided with evidence that there is a law or court order governing such matters, a divorce, separation or custody, or a legally binding instrument which provides to the contrary.

Party means an individual, agency, institution or organization.

Personally identifiable means that the date or information includes:

1. The name of the student, the student's parent: or other family member.
2. The address of the student.
3. A personal identity, such as the student's registration number.

Record means information or date recorded in any medium including but not limited to handwriting, print, tapes, film, microfilm, microfiche, and disc.

Student includes any person with respect for whom ISL maintains educational records.

Disclosure, means permitting access to, or the release, transfer or other communication of, education records of the student or the personally identifiable information contained therein, orally or in writing, or by means to any party.

Eligible Student means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

Student Rights

When a student has attained eighteen (18) years of age, the permission or consent of, and the rights accorded to the parents will also be accorded to the student: thereafter the consent required of the parents or the student shall continue to be so required.

Waivers

The International School of Lusaka will not require parents or eligible students to waive their rights under this regulation. However, a parent or eligible student may waive his/her rights in writing and signed by the parent or eligible student as appropriate.

D. Access Rights

The right of access shall include:

- (1) The right to be provided a list of types of education records maintained by ISL related to students, and those records which are open for inspection.
- (2) The right to inspect and review the content of those records.
- (3) The right to obtain copies of those records.
- (4) The right to a response from ISL to reasonable requests for explanations and interpretations of such records.
- (5) The right to a hearing to challenge the content of such records.

5.1.5 Student Attendance and Absences

Regular attendance is important for the student to obtain maximum benefit from the education programmer.

Whenever a student is avoidably absent, parents are requested to notify the Head of School's office in writing of the reason for the absence. High School students are required to attend a minimum of 85% of classes in a subject in order to gain credit towards the ISL High School Diploma. Failure to meet the attendance



requirements may lead to students needing to repeat the course/subject in order to meet the ISL High School Graduation requirements.

Section 5.1

Adopted: August 1983

Reviewed: May 1990

August 1993

April 1998

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017



5.2 STUDENT RIGHTS AND RESPONSIBILITIES

The Board believes that development of individual personality and love of learning flourishes best in a pleasant, supportive, and secure environment. In the Primary School, conduct should be constructively guided by the staff in a manner which fosters individuality compatible with educationally sound effort. As students in the Secondary School progress, it is expected that they will have increasing opportunity to participate in establishing standards of school conduct and that they will take increasing responsibility for their behavior.

School rules should constructively limit the rights of an individual only in so far as necessary to protect the rights of others, and should not be merely restrictive.

5.2.1 Student Rights

Each student in the school has the right:

1. To undertake and participate actively in, with proper assistance and guidance, those classes, courses, programmes, and activities which have the most potential for him/her.
2. To have the space, materials, and equipment he/she needs for his/her work and work preparation.
3. To participate in the middle and higher grades in developing and improving the rules and standards of pupil behavior in the school.
4. To be secure and safe in his/her person and property.
5. To be treated with respect, courtesy, and consideration by every student, teacher, administrator, and adult in the school.
6. To know what the rules of student behavior are.
7. To benefit from and be recognized for his/her own efforts.
8. To appeal decisions of teachers and Head of Schools in a known, specific, and orderly way. The appeal procedure shall be as follows:
 - (a) Decisions made by teachers or other staff members may be appealed to the Primary Principal in the case of Pre and Primary schools students, and to the Secondary Principal in the case of Secondary school pupils.
 - (b) Decisions made by the Principals may be appealed to the Head of School;
 - (c) Decisions made the Head of School may be appealed to the Board in writing through the Head of School for a final decision.

5.2.2 Student Due Process – Suspension and Expulsion

Students must know what conduct is appropriate. Therefore, the rules and regulations of the School governing student conduct shall be distributed to the students.

Prior to any suspension a Head of School or his/her designee shall:

1. Advise the student in question of the particular misconduct and the basis for accusation;
2. Provide the student an opportunity to explain his/her version of the situation; and,
3. Immediately 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 of the academic process. The necessary procedure shall follow as soon as practicable.

If the suspension is to be for 10 days or less the above procedures are considered sufficient. If the suspension is to be for more than 10 days or in cases where expulsion is being considered, the steps below shall be followed in addition to the above procedures and where it is not specifically stated in the student handbook.

1. A notice in writing of the suspension and the reasons thereof shall be given to the parents or guardians of the student suspended and also to the student if he is over 18 years of age. This notice shall be provided in sufficient time (minimum of three days) to give the student a chance to prepare his/her defense.

2. The student and parents or guardians shall be provided with a copy of the Board's policy and administrative procedures of suspension and expulsion.
3. The student shall be provided with the names of individuals who have primary knowledge of the facts forming the basis of the suspension or expulsion. This will permit the student and his/her parents to discuss the facts with the authorities involved and will enable the student to present the case in a more meaningful manner.
4. The student shall be permitted to examine any document or record the school might use at any hearing or which will aid them in their defense.

The Head of School may suspend a student for a maximum of three school days or until a parental conference is held. For specific offences defined in the student handbook, the Head of School or their designee shall carry out the consequence for each specific offence.

5.2.3 School Code of Behavior

The School's philosophy requires an atmosphere which is cordial, straightforward, and firm. There is a joint responsibility to create and protect the wellbeing of each member of the group. These facts produce certain expectations and rules, to which all students are held.

1. Polite behavior is expected.
 2. A general atmosphere of orderliness is expected in and near the school buildings.
 3. Actions which hurt other people, or damage the property of other people, are not permitted.
 4. Dress and appearance should conform to school regulations.
 5. Students must not attempt to procure or be in the possession of potentially dangerous implements, materials, drugs or other behavior affecting substances (e.g. alcohol).
 6. During school hours a student may leave the school premises only when supervised by a teacher of the school, or with permission from the Head of School.
 7. At the end of the normal school day all students are to leave the property with the exception of those involved in an adult-supervised activity.
 8. All members of the school community must respect the sensitivities and well-being of others. Any form of disrespect, any humiliation, threat or violence toward another person is contrary to the spirit of the school.
 9. Students must report to all scheduled classes. They may be absent from these only with the express permission of the teacher, Principal or Head of School.
 10. It is expected that all demonstrations of affection, which are by their nature private, will remain private. At school, they are inappropriate.
 11. Drug Free Zone
- ISL shall be a drug free zone – this means that any functions where students are present and or sponsored by ISL will be free of alcohol, cigarettes and drugs. Exceptions to this would be the following events where the consumption of alcohol would be permitted:

- PTA Carnival
- PTA Braai
- International Dinner
- Art Exhibition

The Board reserves the authority to make additional exceptions as the need arises.

5.2.4 Student Discipline

Education is a disciplined process. To fulfill the stated aims of the School, principles of conduct and self-discipline must be encouraged and, for school premises and school functions, certain rules of conduct must be established and enforced. The Administration is charged with this responsibility.

In maintaining discipline, teachers must be able to proceed with the assurance that support will be forthcoming from the Head of School, the Principals and the Board.

The following guides to good discipline are recommended:

1. Effective discipline is usually positive rather than negative in nature.
2. Effective discipline is fair, dignified, and in good temper.

Corporal punishment must not be used in any circumstances.

5.2.5 School Code of Dress

ISL encourages good taste and moderation in student dress.

Recognizing the fact that individual cultural differences in an international community do vary, the school supports the right of students to dress and groom accordingly.

However, extremes in dress or grooming are not permitted.

5.2.6 Married Students

Keeping in mind that the school's main function is to provide educational opportunities for all youth, the school believes that married students should have the same educational privileges and academic opportunities as unmarried students.

5.2.7 Pregnant Students

It will be school policy to allow students who may become pregnant to continue to attend school until their physical condition no longer makes attendance possible. After giving birth, a student will be allowed to resume classes as soon as this is medically prudent.

Section 5.2

Adopted: August 1983

Reviewed: March- May 1990

August 1993

April 1998

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

April may 2009

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017

5.3 STUDENT WELFARE AND SAFETY

5.3.1 Student Safety

- The safety of students shall be ensured through close supervision of students in all school buildings and all school grounds and through special attention to the following:
 - Maintaining a safe school environment.
 - Safe practices on the part of school personnel and students, particularly, in those areas of instruction or extracurricular activities which offer special hazards.
 - Safety education for students which is germane to particular subjects, such as laboratory courses in science, and health and physical education.
 - Prompt and competent first-aid care for students in case of accident or sudden illness.

The Administration shall develop safety regulations pertinent to these points, as well as other situations in which student safety requires special supervision and protection by the school. These shall include precautions when the student is leaving school.

5.3.2 Supervision of Students

In order to ensure the safety and welfare of all students, proper supervision shall be maintained at all times. The Head, Deputy Head or Principals will prepare rosters, by term, of assigned teachers and areas to ensure the proper supervision of the students at all times.

ISL will maintain adequate insurance coverage to ensure proper coverage for accidents occurring on school property. Should a child be injured at school, the management will make every effort to contact parents and in the case of not being able to do so will provide medical treatment at the school's clinic of choice.

5.3.3 Student Health Services

The purpose of school health services, in addition to providing students with first aid care, shall be to supplement the efforts and guidance of parents in educating in regular health care. This will include assistance with medical, psychological and physical handicaps of students.

Health Records

Health records shall be maintained by the nursing staff. Parents are required to complete a medical history sheet form upon enrolling their children.

Physical Examinations

Physical examination certificates shall be required within 30 days of enrolment in Year 1.

Annual Screening Programme

Vision screening will be planned and administered by the nursing staff at the beginning of each year. In the case of a student with a possible case of reduced vision ability, the parents will be advised to have the child examined by a trained specialist.

Communicable Diseases

Students showing symptoms of a communicable disease, an infectious condition, or illness or disability of a serious nature shall be referred to the school nurse who will make a judgment in the matter. As the case warrants, the school may circulate necessary information and take the steps to ensure the wellbeing of the students.

In cases where a child has been removed from school due to an infectious disease, a letter from a doctor stating that the child is free from infection is required for re-entry into the school.

5.3.4 HIV / Aids

The AIDS Policy for the International School of Lusaka is based on the best available medical advice. It reflects the current state of scientific knowledge as it pertains to AIDS and infection by the HIV (Human Immuno-deficiency Virus). Additionally, some aspects of the school policy are determined by the law.

1. There will be a comprehensive AIDS and HIV infection educational program for School Faculty Members and for the students. This instructional policy will be repeated annually.
2. The school will address AIDS-related issues in the context of over-all sexuality and human relationships, as it is a human disease of sexual transmission.
3. In the light of current knowledge of HIV transmission modes, the school will not routinely quarantine or otherwise restrict the personal liberty of infected persons.
4. The confidentiality of HIV-infected persons will be maintained to the greatest possible extent.
5. Unless the law states otherwise, the school will not institute HIV screening program for students or faculty. The school will provide assistance and counselling for individuals desiring to be tested.
6. HIV infection alone will not be sufficient reason for dismissal of students or staff. Alternate employment assignments or educational plans for infected staff members or students will not be necessary.
7. The school will not tolerate adverse behavior toward HIV-infected persons, or toward persons "Suspected" of HIV infection.

5.3.4 Transportation of Students in Private Vehicles

The School is not responsible for student safety in any instances when students ride in private vehicles, including car pools arranged by parents.

Parents may, but shall not be required to provide transportation for School related activities; students may not transport other students on School sponsored trips.

A staff member may transport a student or a group of students in his own car only if he has special authorization covering the specific trip. The staff member must carry accident and liability insurance in amounts specified by law.

Permission slips are required for all School trips.

Section 5.3

Adopted: August 1983

Reviewed: March- May 1990
April 1998

Planning Committee Review December 2005-March 2006

Review changes adopted by ISL Board of Governors Panel 2006

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017

5.4 STUDENT ACTIVITIES

5.4.1 Student Activity Funds

Responsible management of funds for student enterprises by Student Council members is necessary for the success of the enterprise as well as an educational exercise for the students themselves.

Management of funds shall be under the guidance of a faculty advisor. If funds are mismanaged, the privilege of managing funds shall be suspended until a workable, responsible plan is approved by the Head of School upon recommendation of the faculty adviser.

Fund raising in the community by students for School activities shall be kept under the control of the faculty adviser and/or the Head of School. Major fund raising efforts shall require prior approval of the Head of School, and the Board shall be kept informed of any such major fund drives.

5.4.1 Student Social Events and Performances Organized by the School

The Board recognizes that educational values accrue from student participation in civic and community affairs. Students should be encouraged to participate in public performances when:

1. Such performances fit both the aims of the school and the needs of the students;
2. Such performances are free from the kinds of appeals and pressures that limit the best development of participants.
3. No student is excluded because of race, color, creed, religion, sex or national origin.
4. Such performance is appropriate to the age group.

Students may perform where admission fees are charged only if the proceeds are used for charitable, educational, or civic purposes. Payment for performances may be accepted by the school but not by individual students. Costs directly related to performance, the supervision of the students, and liability protection of the participants will be the responsibility of the school.

5.4.2 Student Publications

Student publications contribute to the accomplishment of the school's aims.

Freedom of expression in the school shall be interpreted as including, and not being contrary to:

1. Development of student responsibility in distinguishing between freedom and license.
2. Consideration by the faculty of the maturity levels of students and of appropriate standards of journalistic taste.
3. Care of the development of skills of written expression among students.

The regulation of student publications shall be vested in the appropriate Principal or his/her designee.

5.4.3 Student Gifts

Students and their parents will be discouraged from the routine presentation of gifts to school staff on occasions such as holidays. Where a student feels a spontaneous desire to present a gift to a staff member, the gift should not be elaborate or unduly expensive. The Board shall consider as always welcome, and in most circumstances more appropriate, the writing of letters to staff members expressing gratitude or appreciation.

Section 5.4

Adopted: August 1983

Reviewed: April 1998



Planning Committee Review December 2005—March 2006
Review changes adopted by ISL Board of Governors April 2006
Planning Committee Review October 2016
Review changes adopted by ISL Board of Governors March 2017

6.0 INSTRUCTIONAL PROGRAMME

6.1 CURRICULUM

6.1.1 Academic Freedom

Academic freedom may be defined as the right of qualified scholars in their own field of expertise to pursue the search for knowledge in its many forms and to make public their methods and findings. Teachers are highly trained professionals, and have expertise in their fields. It is the right of qualified teachers to encourage freedom of discussion of controversial questions in the classroom, and to develop in students a love of knowledge and desire to search for knowledge. The teachers should keep in mind that academic freedom is not a guaranteed political right, but rather a necessary condition for the successful practice of the academic profession in a free society.

It is recognized that the application of the principle of academic freedom at the primary~~elementary~~-secondary school level involves considerations, which are not always equally present in a college or university setting. The teachers should take into account the relative immaturity of their students and the need for guidance and help in studying the issues and arriving at balanced views

While the Board intends to protect teachers from any censorship or restraint that interferes with the obligation to pursue knowledge in fulfilling their classroom duties, it also expects that controversial issues will be presented in a fair and unbiased manner, and that the maturity and intellectual grasp of student shall be taken into account.

6.1.2 Cross-Cultural Learning Opportunities

The School is international in enrolment and teaching staff, and also in its outlook and aims, one of which is to foster in young people an attitude of pride in and respect for one's own country while developing an open-minded understanding of the cultures of others.

Students who apply for entrance to the school but do not have a satisfactory command of English will be informed of ESL opportunities. Students shall receive instruction in at least one language other than English, except where individual educational considerations warrant the relaxation of this requirement.

The Board recognizes the exceptional opportunities for learning and growth that young people gain from living in an international setting. Every effort shall be made to take advantage of these opportunities, academically as well as socially and culturally The Board shall support special program and events that promote cross-cultural understanding.

6.1.3 Community Resources

Residents of the Community not connected with the school as Board Members or employees who are especially qualified because of training, experience, or personal characteristics, should be actively encouraged to advise or assist the school individually or in groups under the direction or supervision of the school's professional staff.

6.1.4 Zambian Holidays and Ceremonies

Commemoration of special days and events shall be arranged so that the observance of these occasions is a valuable part of the School programme.

The Board desires that Zambian special days and events should be commemorated in a manner that fosters appreciation for the values of the school's host country, and that demonstrates our regard for our host country's traditions.

6.1.5 Curriculum Development

Good curriculum development, maintenance, and revision, is one of the most important goals of a school. It must be approached systematically, consistently, and constantly.

It is important to establish a framework or an approach that ensures orderliness, clarity, responsiveness, responsibility, and cost effectiveness.

Therefore, it is the responsibility of the Head of School to develop, revise, and maintain the curriculum.

6.1.6 Curriculum Review and Revision Cycle

Each subject area Pre-School through Year 13 is on a 5-year cycle. The first year, the teachers initiate the program review. They analyze the curriculum collaboratively. The teachers construct a scope and sequence overview and choose standards.

The second year shall be focused on aligning the curriculum and validating the curriculum written the previous year. If needed, new instructional materials are adopted and purchased for the third year.

The third year shall be spent implementing the new program. Teachers work on perfecting unit plans and work on formative and summative assessment. Common summative assessments are created in order to bring consistency across the grades and courses taught.

The fourth year shall be spent validating the written the curriculum, unit plans and the assessments. Constant collaboration with team members continues.

The fifth year shall be a year of monitoring to prepare for a less intense alignment and writing which begins in earnest once again.

This process is one of constant conversation, collaboration and checking on reliability and validity. The curriculum document is a living document. It is vital our students receive the best education possible, so our faculty and administrators work to ensure that the curriculum, instruction and assessments are targeting the skills required by our students to be successful in the future.

6.1.7 Basic Curriculum Design

The Head of School, working with the Curriculum or Programme Coordinators, principals and the professional staff, shall be responsible for designing a curriculum for the school within the guidelines established by the Board. The proposed curriculum design must have Board approval.

Proposed changes in the curriculum shall be explained to the Board and approved by the Board before they are incorporated into the school budget.

The process of budget approval shall be a second line of review for the curriculum, which shall have been approved in Head of School, subject to the limitation of resources. During the process of establishing the budget, the plan for the curriculum will be adjusted according to the priorities established by the Board considering the recommendations of the Head of School, so that money is allocated for a curriculum which meets the curriculum guidelines in a way that corresponds to realistic financial expectations.

6.1.8 Teaching about Controversial Issues

The Board encourages the consideration within the instructional program of any controversial issue as it arises in the normal pursuit of the school curriculum or particularly as it may occur in contemporary affairs which have political, economic or social significance and concerning which the student, at his/her level, could have an opinion.

For such studies, the Board recognizes the right of the student:

- To have free access to information including materials that circulates freely in the community
- To study under competent teachers in an atmosphere of freedom from bias and prejudice, and
- To form and express his/her own opinion on controversial issues without thereby jeopardizing his/her relationship with the teacher or with the school.

The Board believes that the study of controversial issues in the school can be a uniquely productive educational opportunity, provided that:

- Such issues are likely to have relevance and therefore interest for the students;
- The student gains valuable experience in considering his/her own attitudes, developing his/her own standards, and in trying to relate his/her own individual position within the society around him/her;
- Sufficient data are available for collection, evaluation and analysis of the issue;
- Important qualitative lessons are learned, e.g., that controversial issues do not always have a clear answer; that there is value in reasonable compromise when decisions must be taken on controversial issues.

6.1.9 Religious Instruction

The Board respects the sincere beliefs of any organized religious group that conforms to the laws of Zambia. No student will be required to participate in any activity contrary to the stated tenets of his/her religion. No proselytizing of any kind by any person shall be permitted at school

Religious issues shall not be directly injected into classroom discussions; however, religious concepts may be discussed as a part of a planned curriculum about different religions. If a student initiates a question of a religious nature, the teacher should handle the matter with tact, understanding, and objectivity.

Factual, unbiased material which represents all major religions shall be part of the Library collection.

Religious instruction is not a part of the curriculum, nor shall the school premises be used for religious purposes during school hours.

Section 6.1

Adopted: April 1983, 1990, 1993

Reviewed: April 1993

Committee Review: May-June 1997

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

Reviewed and revised by ISL Board of Governors May 2011

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017

6.2 CO-CURRICULAR & ATHLETIC PROGRAMMES, AND OTHER ASPECTS OF LEARNING

6.2.1 Co-Curricular and Athletic Programmed

The Board encourages the school to offer extra-curricular activities for students. The scope and variety of co-curricular activities may vary from year to year. Continuity shall be encouraged in the major areas of co-curricular activity, e.g., student publications, dramatics, athletics, music. A portion of the school day may be scheduled by the administration for co-curricular activities. Co-curricular activities may also be scheduled outside of regular school hours.

Properly planned and balanced co-curricular activities have great educational value in broadening outlook, deepening social relationships, providing practical experience in various fields, offering opportunity to pursue more intensively areas of particular talent and interest, providing a means outside the curriculum for student to gain the satisfaction of superior performance, fostering school spirit and morale, and adding to the pleasure of the educational experience.

6.2.2 Grouping for Instruction

All students will be assigned to instructional groups according to previous records, measured aptitudes and achievement, physical and emotional maturity, and other pertinent considerations. Parental concerns will be considered, but the final decision is the responsibility of the Administration.

It is the policy of the school to mix students of many abilities whenever possible, while retaining the option to group students in ability “sets” when there is a justifiable educational purpose for doing so. The flexibility to move students from stream to stream easily will always be retained when ability grouping is undertaken.

6.2.3 Class Size

For academic considerations, the normal maximum class size is 24 students. Reception classes will not exceed 18.

- Nursery 16 (2 classes each)
- Preschool/Reception 18 (2 classes each)
- Years 1–9 24 (2 classes each)
- Years 10/11 20 (3 classes each)
- IB1/IB2 15 (3 classes each)

An increase in the maximum number of students in a class is acceptable when a class is team-taught, or when there are teacher aides, for example, but not in the traditional, self-contained classroom.

The Head of School has the authority to determine closure of extremely small classes which are considered to be neither academically nor financially viable.

6.2.4 Teachers ‘Assistants’

Recognizing the value of the classroom teacher in performing the primary duties of the profession, the Board of Governors acknowledges the desirability of relieving the teacher of as many non-teaching duties as practicable. To this end, the Head of School is authorized to employ Teacher Aides.

Teacher Aides will be evaluated according to schedules and procedures established by the Head of School. Teacher Aides are members of the Support Staff, and the Conditions of Service Manual for Support Staff supplies the terms of their employment. Teacher aides on fixed-term contracts are provided with separate Conditions of Service.

6.2.5 Field trips and Excursions

Field trips are encouraged as an integral part of the educational process. A field trip is defined as an educational activity that meets the following criteria:

1. It involves a specific class or classes;
2. It is intended for all students in the class(es);
3. It takes the class away from the classroom;
4. It has an identifiable educational objective;
5. It includes preparation of students for the activity and evaluation of outcome.

Parental permission is required for participation in field trips. Field trip arrangements and schedules must be approved by the Head of School in advance. The ratio of teachers/adults to students will be determined by the administration and published in the Policy and School Handbooks. Ratios will be maintained that provide safety and adequate coverage. Ratios shall not exceed 7/1 for Early Years students and 12/1 for Primary and Secondary students. These ratios will only be exceeded with approval of the Head of School. Provision for male and female supervision of mixed groups of student shall be made whenever appropriate.

School transportation vehicles, if available, will be provided with seat-belts for all approved trips.

On all trips organized by the school involving students, provision will be made for proper supervision by school employees. Parents are permitted to assist in such supervision. At all times students are expected to adhere to the ISL codes of conduct.

Particular attention should be given by the Administration to minimize the insurance liability pertaining to the school. If necessary, formal written parental waivers of responsibility will be obtained.

6.2.6 Assessment

It is the belief of the Board that students respond more positively to the opportunity for success than to the threat of failure. The school shall seek, therefore, to make achievement both recognizable and possible for students.

The Administration and teaching staff shall devise, and the Board shall approve, effective grading systems for use throughout the school.

6.2.7 Graduation Requirements

The Upper Secondary School Program at ISL serves students in years 10-13. All ISL Upper Secondary School students are required to fulfill the graduation requirements prescribed below regardless of any external examinations taken. Internal assessments will be necessary to determine whether a student has successfully completed each course. Students entering ISL after Year 10 may be unable to take a certain class, in which case the relevant requirement may be waived. Students in this situation must petition the Head of School in the First Term of the final year. One (1) credit is awarded for a course which receives a passing grade and which meets the prescribed amount of time daily for a full year of study.

Students in Years 10 and 11 are enrolled in the IGCSE Programme.

In Year 12 and 13, ISL offers the International Baccalaureate (IB) Program leading to the IB Diploma or IB Certificates, and an ISL High School Diploma. Students are encouraged to take the full IB Diploma Programme, but they may choose to take specific certificates in IB Diploma Programme courses of their choice.

All students must successfully complete the courses required to meet the graduation requirements to obtain an ISL High School Diploma and thereby graduate from High School. The basic requirements for graduation



are the completion of Years 10 through 13 with the accumulation of 24 units of credit required for graduating with an ISL Diploma. These credits should consist of:

- 4 Credits of English
- 4 Credits of Math
- 3 Credits of Social Studies
- 3 Credits of Science
- 3 Credits of Electives
- 2 Credits of Second Language
- 2 Credits of Physical Education
- 2 Credits of Arts/Technology
- ½ Credit of CAS - A minimum of 50 hours of community service over Year 12 and 13 is required.
- ½ Credit of TOK
- **24** Total credits

A Note on Credits: Credits are based on hours per week of class time. In most cases, 1 credit is equivalent to 1 year of study. Courses where a ½ credit is applied indicates fewer class meetings. Students are eligible to receive 1.5 credits for achieving a grade of 4 or above in Higher Level courses offered in Year 12 and Year 13.

Any deviation from these requirements may only be allowed at the discretion of the Secondary Principal and the Head of School.

Section 6.2

Adopted: April 1983, 1990,

Reviewed: April 1993

Committee Review: May-June 1997

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review March 2009—May 2009

Review changes adopted by ISL Board of Governors May 2009

Reviewed and Revised by ISL Board of Governors May 2011

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017

7.0 STAFF POLICIES

7.1 GENERAL STAFF POLICIES

7.1.1 Staff Work Permits

All non-resident staff will require a Work Permit before commencing employment. The Head of School on behalf of the school shall obtain a Work Permit from the relevant authority in keeping with the Zambian Law. Any subsequent renewal will be obtained as and when necessary.

7.1.2 Staff Housing Policy

Housing is provided for the Head of School, the Principals, and overseas-hired staff.

The Head and the Principals will be provided individual houses or apartments, separate from teachers' living areas.

The individual's preference due to personal requirements (e.g. allergies, smoking) must be taken into consideration in assignments.

Sub-renting of apartment is not allowed. Single teachers may be assigned, with their consent, to share, 2 teachers to a 2/3 bedroom flat.

Consideration of other residents of each housing area is encouraged.

7.1.3 Personnel Records

Personnel records shall be available only for official use as approved by the Board, the Head of School, or the HR Officer.

In the presence of the HR Officer or Head of School, the employee shall have full access to his/her own records, and shall be allowed to verify their contents and accuracy. If there is any question about the content that cannot be resolved by a simple correction, the employee may appeal to the Head of School and the Board under policies dealing with appeal procedures.

Personnel records shall not be sent to other schools or institutions without the written or permission of the employee.

7.1.4 Staff Involvement in Decision-Making

It is the policy of the Board to encourage employee participation in decision-making for the school. In the development of regulations and arrangements for the operation of the school, the Administration shall include at the planning stage whenever feasible those employees who will be affected by such provisions.

The Professional Staff shall be given full opportunity, and encouragement, to contribute to curriculum development and in the development of policies and regulations pertaining to the instructional programmer.

Channels for conferring with all employees in establishing school regulations shall be established and used as much as is feasible.

The Head of School shall develop with all employees' channels for the ready communication of ideas and feeling regarding the operation of the school.

7.1.5 Drug Free Zone

ISL shall be a drug free zone – this means that any functions where students are present and or sponsored by ISL will be free of alcohol, cigarettes and drugs.

Exceptions to this would be the following events where the consumption of alcohol would be permitted:

- PTA Carnival
- PTA Braai
- International Dinner
- Art Exhibition

The Board reserves the authority to make additional exceptions as the need arises.

7.1.6 Community and Political Activities Involving Staff

School staff is encouraged to participate in community activities, so long as they do not accept community responsibilities which interfere with their regular school employment.

The Head and the Principals are expected to participate widely in public, civic, social, and professional affairs to enhance public relations and open channels of communication for the school.

School personnel have the right to participate as individuals in political activities appropriate to their nationality and/or individual beliefs. They have the responsibility to ensure that the school is in no way associated with their personal political activity.

7.1.7 Child Abuse Reporting by Staff

It is the policy of the Board that every student has the right to live in a safe and secure environment. To this extent the school's curriculum will incorporate information that will instruct the students in this area as well as encourage them to seek help when abused.

While it is not the Board's policy to monitor the conditions under which the students live, the Board does expect school personnel to be vigilant and proactive toward signs of abuse. While remaining sensitive to different cultures, the Board sets out below common definitions of abusive behavior.

- **Physical abuse** – non-accidental injury, including burns, human bites, or beating which have been intentionally inflicted.
- **Sexual abuse** - where a child is used for the sexual gratification of an adult as in obscene conversation, exposure to pornographic material, exhibitionism, molestation, incest, rape, or sexual exploitation.
- **Emotional abuse** - unreasonable demands in an excessive or aggressive manner such as teasing, bullying, verbal abuse that demeans and belittles the child.
- **Neglect** - inadequate supervision, persistent lack of provision of basic human necessities: food, clothing, shelter, medical care, or the failure to protect the child from exposure to any kind of danger (including cold and starvation) and which affects the child's health or development.
- **Identification** - Members of the school staff are well placed to observe and report outward signs of abuse. Care must be taken as such signs can only be a cause for suspicion and are not in them, proof that abuse has occurred. Unexplained changes in behavior or school performance may indicate abuse. Inadequate clothing, poor growth, or apparent deficient nutrition may indicate physical neglect, while attention seeking or excessive dependence may point to emotional neglect. School personnel will encourage students to report abuse.

In the event of any case of suspected child abuse, the policies and procedures of the official school Child Protection Policy must be implemented, by the designated responsible staff, as soon as possible and with extreme care.

7.1.8 Termination of Employment of Staff

Details of policies and processes related to termination, resignation and renewal of professional and non-professional staff are defined in the current ISL Conditions of Service document and appendices. General principles are as follows:

Termination of contracts of professional and non-professional staff through causes other than their resignation shall be by action of the Head of School, who will, insofar as possible, inform the Board of relevant events. Suspension will always precede termination, pending consultation with the Board of Governors and the School's legal counsel.

Acceptance of resignations shall be by action of the Head of School who will inform the Board of Governors.

In case of emergency (e.g. health, financial, personal or family problems), contract termination during the school year may be granted to a teacher, subject to the approval of the Head of School and as indicated in the Conditions of Service Manual.

The Head of School may at any time place on leave, suspend with or without pay, a teacher from active classroom duty for health reasons or for other reasons given in writing, if he deems this to be in the interest of the school or the students.

If any member of the professional staff is dismissed or suspended during a school year, such action will be reviewed by the Board of Governors at the request of the person involved. At the discretion of the Head of School, the person involved may be given the opportunity to resign.

7.1.9 Reduction in Staff Force

Should a reduction in the number of professional or non-professional staff become necessary as a result of decreased enrolment, elimination of a position, consolidation of requirements or any other ground, the following considerations shall be applied when reducing staff: competence of employee to perform a variety of tasks, length of service, and contract status.

Section 7.1

Adopted: April 1983, 1990,

Reviewed: Committee Review: May-June 1997

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review March 2009—May 2009

Review changes adopted by ISL Board of Governors May 2009

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017

7.2 POLICIES PERTAINING TO PROFESSIONAL STAFF

7.2.1 Professional Staff Positions

The Head of School shall prepare, for Board review and approval, a guide to all professional positions in the school and the duties assigned, to each position. The Head of School may change and reassign duties; however, the creation of a new position must have the approval of the Board.

7.2.2 Professional Staff Qualifications

The minimum qualifications for Professional staff will be as listed here:

1. A bachelor's degree from a recognized college or university of higher (tertiary) education is required for all teachers in Year 3 and above.
2. Teachers of Early Years classes must have a bachelor's degree from a recognized college or university of higher (tertiary) education or hold a Montessori or Emilia Reggio qualification and a minimum of 2 years' experience.
3. A teaching certificate or the equivalent qualification from the staff member's home country.
4. A minimum of two year's related teaching experience.
5. The versatility necessary to fill a wide range of curricular and extra-curricular positions.

The policy of the school will be to seek the best qualified candidates available. The role of classroom teacher is at the heart of the school's mission, and every effort will be taken to fill these positions with excellent educators.

7.2.3 Professional Staff Recruitment and Selection

The Board shall adopt annually, upon recommendation of the Head of School, a staffing plan for the programme of instruction offered by the school.

The Head of School is responsible for selecting individuals to fill the professional staff positions so established. The Head of School shall establish recruitment and selection procedures to maintain staff with high professional standards to carry out the programmer of instruction. The Head of School will be aided in this choice of new staff by the Principals.

The School follows an "equal opportunities" employment policy in its staff recruitment activities and will consider applications from all prospective staff, irrespective of gender, race, nationality or religious belief.

The Head of School has authority, subject to Board approval, to conduct an annual international recruiting trip to hire qualified professional staff and administrators. The budget will allow or disallow this annual trip.

The hiring of spouses or other relatives of staff members shall not be precluded. However, situations in which one staff member directly supervises a relative are precluded. Relatives of the Head of School may be in the school's employ, subject to Board approval of the position that the spouse will hold, including placement on the Salary Scale.

7.2.4 Professional Staff Orientation

The Head of School is responsible for planning orientation activities before the start of classes each school year. All teachers are required to attend the annual orientation sessions as a part of their professional obligations. The purpose of the orientation program is

1. To acquaint new teachers with school policies and procedures;
2. To acquaint all teachers with new school policies and procedures that may have come into force at the start of the New Year
3. To acquaint new teachers with their fellow workers and the community;
4. To assist teachers to adjust to new assignments; and

5. To introduce new programs or curricula.

7.2.5 Professional Staff Assignments and Transfers

The Head of School will be responsible for assigning all professional staff to their respective duties, in consultation with the Principals. Transfer of professional staff from one area of responsibility to another will also be made by the Head of School, and in so far as possible will be done with the agreement of the staff member being transferred.

7.2.6 Professional Staff Promotions

The Head of School will advertise all available positions of responsibility within the school staff before advertising locally or internationally. In consultation with the Principals, these promotions are made by the Head of School.

7.2.7 Probation of New Teachers

The Head of School will establish and publish procedures for probationary status for newly-hired teachers, subject to the COS, Professional Staff Manual. The Head and Principals will be directly responsible for the careful monitoring of new teachers during the probationary period. They will report and record their perceptions of new teacher performance to the HoS, along with a recommendation to record successful completion of probation, extension of probation or to advise that the teacher is not retained.

7.2.8 Professional Staff Evaluation

The Board recognizes that the teaching process and the administration thereof is an extremely complex one, and that the appraisal of this process is a difficult and technical function. Because the Board believes that good teaching is the most important element in a sound educational programme, teacher appraisal must be carried out as a means of ensuring the quality of Instruction.

The results of such appraisals must be written and form part of the personnel record of the teacher. The Board delegates to the Head of School responsibility for developing and implementing a continuing system-wide programme for evaluating the instruction process that shall take into account the following guidelines:

- Evaluation should be based on the entire performance and effectiveness of the teacher. It must include, but should not be limited only to, classroom observation.
- Teachers are formally evaluated at least once annually. Such evaluations are carried out by the Principal, with the assistance of the Coordinators and Heads of Department. Each evaluation should be reviewed by the teacher and the evaluator and each written evaluation should become a part of the teacher's personal file. Newly recruited teachers are to be evaluated and/or visited during each semester while in their first year of service.
- The evaluation should be a positive process that enables the teacher to become aware of his/her strengths and weaknesses. He/she should be assisted in capitalizing on his/her strengths and eliminating or overcoming his/her weaknesses.
- Findings of the evaluations should be taken into account in the assignment of teaching duties and the opportunities for further professional development.

7.2.9 Professional Staff Career Development

It is desirable that all teaching staff maintain their professional competence through in-service programmes. The Board recognizes the value of participation in professional activities, and delegates to the Head of School authority to organize local courses and workshops.

The Board delegates to the Head of School authority to grant permission for teaching staff to be temporarily absent from their regular duty and place of employment for the purpose of performing other educational services such as participation in school surveys, professional meetings, study courses, instructional visits, or

workshops. Services performed during such absences will be considered equal to the assigned duties of the individual concerned and shall not be counted as leave.

7.2.10 Tutoring for Pay

Professional responsibility requires that professional staff make themselves available during the school day for student conferences and extra help outside class periods for the subjects taught. No reimbursement or benefit of any kind may be accepted for such extra help during the regular school day.

However, Professional staff or counsellors may recommend to parents, through the Principal, that a student receives tutorial assistance outside of school hours. Providing such tutorial assistance is the responsibility of the parents.

The administration may assist in arranging for tutorial instruction and in suggesting possible tutors. A student's current school instructor shall not tutor that student. Professional staff shall not tutor currently-enrolled ISL students, or students who have registered for enrolment at ISL but have not yet been tested for entrance.

7.2.11 Professional Staff Leave and Absences

The Head of School shall provide a plan for leaves and absences designed to help members of the professional staff maintain their physical health, take care of family and other personal emergencies, improve professionally, and discharge important and necessary obligations.

Such leaves and absences shall be granted in accordance with the Conditions of Service Manual for Professional Staff.

7.2.12 Administrative Leave

Administrators seeking professional improvement via a further position outside ISL shall be allowed leave for interviews and visiting potential employers subject to the following conditions.

Such leave shall be taken during non-school time when possible, be subtracted from accumulated leave, be subject to a limit of 10(ten) calendar days except where the administrator has submitted a written resignation.

The Head of School may refuse any leave where, in his judgment, it would have serious adverse effect on the operation of the school. The Board Chairperson will oversee the leave requests of the Head of School.

7.2.13 Professional Staff Substitutes

Substitutes are hired by the Head of School, with practical arrangements delegated to the relevant Principal. No private arrangements can be made between a teacher and his/her substitute, and all payments shall be made through the regular accounting channels of the school.

In filling these temporary vacancies, an effort shall be made to secure substitutes who have full certification, or who at least have training or experience at the teaching level or in the subject specialization of the teacher who is absent.

Only fully qualified substitutes shall be assigned to classes whose regular teachers are on long-term leave of absence.

Long-term substitute teachers (substitutes hired to fill the position of employees on long-term leaves) may be placed on a letter of appointment and are entitled to the benefits and privileges related to the letter of appointment.

Teachers on short-term absences shall be required to leave lesson plans, roll books, and seating charts in their desks for the substitute. If they have not left lesson plans in their desks the day before, or in an



emergency, teachers may dictate an outline of the day's work by telephone to the Head of School's office, or send via paper or email before school opens on the day they will be absent.

Section 7.2

Adopted: April 1983, 1990,

Reviewed: Committee Review: May-June 1997

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017

7.3 POLICIES PERTAINING TO SUPPORT STAFF

7.3.1 Support Staff Positions and Qualifications

The term “Support Staff” in this manual is used to mean those employees who serve the school in a support role – rather than a teaching or administrative function. The term is meant to include two broad categories of support staff namely, (1) teacher assistants, secretaries, and administrative support staff; and (2) maintenance staff, janitors, guards and drivers.

Teacher Assistants shall be qualified to a minimum of Diploma standard. Generally two years relevant working experience shall be required although the Head of School may waive this requirement under specific circumstances. The School Management should be satisfied that all Diplomas are from reputable, legal institutions.

All Support Staff positions in the school are initially created by the Board of Governors, upon the recommendation of the Head of School. Although positions may remain temporarily unfilled, only the Board, after consultation with the Head of School, may abolish a position it has created.

The recruitment and selection of persons to fill established support staff positions will be as described below in Support Staff Recruitment and Selection.

Job Descriptions will be developed by the Head of School. The assignment of support staff members to particular schools or tasks will be at the discretion of the Head of School, delegated as appropriate to other senior staff in accordance with the school’s organizational plan.

7.3.2 Support Staff Recruitment and Selection

The Board of Governors shall establish and budget for, Support Staff positions in the school on the basis of need and the financial resources of the School.

The recruitment and selection of candidates for these positions shall be the responsibility of the Head of School or his/her designee, who may confer with other supervisory personnel in making a selection.

All vacancies shall be made known to the present staff. Anyone who believes himself/herself qualified for a position may submit an application.

The recruitment of all staff should be carried out in an open and transparent manner that involves the advertisement of the position, and a selection process that leads to the selection of the best available candidate for the position.

Recruitment of personnel without advertisement and competitive selection for the available position is not permitted, except in extraordinary circumstances where the Board has given their expressed approval to adopt a different procedure.

7.3.3 Support Staff Compensation and Contracts

Support Staff are defined as those employees who are compensated according to the terms of the Salary Schedule for Support Staff.

The authority to approve a contract resides with the Head of School, with the approval of the Board of Governors. The Head of School is delegated the authority to negotiate contracts with specific terms. The Head of School will present the approved contract to the applicant for signature. Signing by the applicant constitutes acceptance of the offer as stated in the contract.

Neither the contract nor its terms and conditions may be altered during the period of the contract without the mutual agreement of the contract signatories. Changes in an employee's contract will be effected by the signing of a new contract or an amendment of the existing contract.

The Head of School will establish the number of contractual days for members of the school's Support Staff, within guidelines provided by the Board approved *Conditions of Service Manual for Support Staff*.

The Board of Governors, with the advice and assistance of the Head of School, will develop a salary schedule for school employees that provide adequate compensation to attract and retain competent employees.

Placement on the Salary Schedule shall be on the basis of prior years of work experience in a related field in accordance with the employee's classification as determined by the Personnel Officer in accordance with the COS Manual for Support Staff and approval of the Head of School.

7.3.4 Support Staff Overtime Pay

The relevant labour regulations govern the working schedules, working hours, and overtime compensation of Support Staff. Therefore, in arranging compensation for night work, holiday work, and overtime work, the provisions of these regulations shall be observed

All such overtime work shall be approved by the Head of School in advance.

7.3.5 Support Staff Payment Schedule

The payment of Support Staff shall be on a scheduled basis approved by the Head of School, and published from time to time for the information of all Support staff employees.

7.3.6 Support Staff Probation

The Head of School will establish and publish procedures for probationary status for all newly-hired Support Staff. These procedures will form part of The Conditions of Service Manual for Support Staff. The supervisor to whom the new support staff member reports will be directly responsible for their careful monitoring during the probation period. They will report their perceptions to the Head of School or his designee.

7.3.7 Support Staff Evaluation

Evaluation of Support Staff will be conducted annually according to the schedule and procedures established by the Head of School. The spirit of all Support Staff evaluations will be positive and constructive, designed to foster improvement of job performance. All final evaluations will be produced in writing, and the staff member evaluated will be given an opportunity to comment on his/ her evaluation before it becomes a part of the employee's permanent record. This procedure will be reviewed from time to time.

7.3.8 Support Staff Employment Conditions

The Head of School or his designee shall establish work schedules, provisions for absences, and other Conditions of Service in keeping with Board Policies and relevant labour regulations. Working conditions shall be designed to promote excellent physical and mental health of all employees.

General employment policies regarding vacations, leave of absence, resignation, employment, duties, hours, and other matters related to the nature of the position not specifically noted herein are determined by the Head of School, or his designees. These will not necessarily be identical for all departments.

7.3.9 Support Staff Termination of Employment

Termination of all Support Staff through causes other than resignation shall be by action of the Head of School. The Head of School may, with the approval of the Board, suspend at any time, with or without pay, members of the Support Staff if he/she deems it to be in the best interest of the school. This action will be



communicated in writing to the employee. Suspension will always precede termination, and the Head of School will keep the Board fully informed of all circumstances surrounding Support Staff terminations.

7.3.10 Negotiations Legal Status

The Board recognizes the union of choice, if any, as decided by designated support staff through a written recognition agreement according to the requirements of Zambian law.

Unionized support staff members are currently provided with permanent and pensionable employment. A collective bargaining procedure complying with the laws of Zambia is used in setting the levels of remuneration and conditions of service for such employees.

Some administrative and secretarial staff, as well as some teacher aides (category #1 above: policy 7.3.1) are provided with fixed-term contracts which are individually negotiated with the administration.

The Board recognizes and supports the principle of fairness in all matters of employment, and strives to provide within the financial constraints of the School, the best possible working conditions and salary schedules for its employees.

Section 7.3

Adopted: April 1983,

Reviewed: Committee Review: May-June 1997

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

Reviewed and revised by ISL Board of Governors January 2011

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017

8.0 COMMUNITY RELATIONS

8.1 COMMUNITY RELATIONS

8.1.1 Community Volunteers

The School encourages volunteers. Volunteers can contribute in many ways to the educational program of the school. Their activities include educational support of children, serving as teacher aides, and assisting with small work groups. These activities are organized and supervised by qualified teachers. Other volunteers may help in the Media Centre, in school offices, or they may contribute their talents in art, crafts, music, or other classes.

In addition, volunteers may be called upon to help to assist special trips and excursions that will expose students to the many cultural resources and events that Zambia offers.

8.1.2 Community Activities Involving Staff

School personnel are encouraged to participate in community activities, provided such activities do not interfere with their regular schoolwork.

The Head and Principals are expected to participate in public, civic, social, and professional affairs to enhance public relations and open channels of communication for the School.

8.1.3 Political and Religious Activities

School personnel have the right to participate as individuals in political and religious activities. They have the responsibility to ensure that the school is in no way associated with, or in any way suffers from their personal political or religious activity.

8.1.4 Community Relations Goals

The Board believes the public is entitled to be well-informed about the school and that a well-informed public will support the school. Therefore, communication between the school and the public shall be actively encouraged.

The Head of School shall be responsible for all information given to the public, except for those occasional matters the Board of Governors may wish to deal with publicly.

The Head of School shall keep the public informed of the goals, programmes, achievements, and needs of the school by appropriate means of communication.

The Head of School may delegate communication tasks to other School employees, but the Head of School retains ultimate responsibility.

8.1.5 Communications from the Public

The Board of Governors and the administration welcome discussion, questions, suggestions, compliments and constructive criticism concerning the school. Anonymous complaints will not be considered.

Individual educational concerns should initially be discussed between parent and teacher; then if necessary, with the Head of Department, the Principals, the Head of School, and finally, the Board of Governors.

The Head of School shall have responsibility for establishing procedures that ensure that communications from the public to the school are effectively handled.



8.1.6 Public Information Media

Materials for school-wide distribution will be developed in the Head of School's office.

The Principal of each section or delegate is responsible for distributing school announcements to parents, such as those concerning trips, meetings, clothing and fund drives, etc. He or she will keep a file copy of all such releases for future reference.

8.1.7 Community Complaints about School Personnel

Constructive criticism of the school is welcome when it is motivated by a sincere desire to improve the quality of the educational programme and to equip the school to perform its task more effectively.

The Board of Governors places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

Whenever a complaint is made directly to the Board as a whole or to a member as an individual, it shall be referred to the Head of School for study and possible solutions. Anonymous complaints will not be considered.

The Head of School shall establish procedures for handling complaints when they are received.

8.1.8 Community Complaints about Instructional Materials

It is recognized that opinions differ concerning appropriateness of instructional material. Occasionally an individual or group may find instructional materials used in the school in conflict with their views. In the case of challenges to library materials, reference will be made to the existing policy on educational materials.

Whenever a complaint is made directly to the Board as a whole or to a member as an individual, it shall be referred to the Head of School for study and possible solution.

The Board may consider discussing complaints during an executive session upon request of the Head of School to hear cases considered, by the community members, to not be satisfactorily resolved by the Head of School.

8.1.9 Parent-Teacher Organizations

The Parent-Teacher organization shall be considered an auxiliary to the school, and not as an "outside" group. The PTA shall be permitted to hold its regular meetings in the school building, and it shall be the duty of the teachers of the school to further the work of parents in every way practicable. Meetings may be held in the school building and use of the school's facilities for PTA activities will be permitted without the necessity of the payment required of "outside" groups.

8.1.10 Community Use of School Facilities

Community groups may be permitted to use school facilities for worthy purposes, provided that such uses do not contravene Board policies, do not interfere with the school programme, and do not impose unwarranted burdens on school personnel.

The Head of School is authorized to establish regulations for such use and to give specific permission for each case. The Board of Governors will approve a scale of fees to be charged in light of services rendered, including both specific expenses and pro-rated general overhead expenses.

8.1.11 Visitors to the School

To ensure maximum productive use of educational time, the following policy is established:

- a) Non-ISL students are allowed to visit only after prior approval of the Head of School or relevant Principal.



- b) Business representatives, salesmen, and other trades people must receive permission from the Head of School or Finance & Administration Manager before visiting the campus.
- c) Proselytizing visitors are not permitted.

Section 8.1

Adopted: 1983, 1990

Reviewed: Committee Review: 1998

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017



9.0 HOST COUNTRY AND INTERNATIONAL RELATIONS

9.1 ZAMBIAN LAW ENFORCEMENT AGENCIES RELATIONS

It is the policy of the Board to co-operate with any lawful authority in the interest of the larger welfare of all citizens. At the same time, the school has the responsibility to parents for the welfare of the students while they are in the care of the school. To carry out this responsibility, school officials should observe the following:

1. A student in school may not be interrogated by any authority without the knowledge of the school officials. Parents shall be informed as far as possible immediately if questioning is demanded by a law-enforcement agency.
2. Any interrogation must be done in private with an official school representative present, whether or not parents can be notified.
3. A student may not be released into the custody of persons other than parent or legal guardian, unless placed under arrest by legal authority.
4. If a student is removed from the school by legal authority, parents should be notified of this action by school officials as soon as possible.

Section 9.1

Adopted: 1990

Reviewed: Committee Review: 1998

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017



9.2 RELATIONS WITH OTHER NATIONAL AND INTERNATIONAL AGENCIES

9.2.1 Local Education Agencies

The school may join with an appropriate school to develop a school-to-school programme.

The Head of School shall supervise school participation and shall foster activities which will improve the education programme of the school. Any financial commitments to the school-to-school program, if not provided for in the budget, shall have prior approval of the Board.

9.2.2 Accrediting Agencies

It shall be the policy of the Board to seek and maintain the highest status of membership for the school in the New England Association of Schools and Colleges and the ~~European~~ Council of International Schools, co-operating in the evaluations of the school and considering its recommendations for accreditation standards.

9.2.3 Regional and International Associations of Schools

It is the practice of the school to maintain membership in regional and international associations of schools for the benefit of the school's students, administrators, teaching staff, and Board members. For example, the school is a member of the ~~European~~ Council of International Schools (ECIS), and the International Baccalaureate Organization (IBO), and of such other regional associations as the Board may approve, such as the Association of International Schools in Africa (AISA) and the Independent Schools Association Zambia (ISAZ).

The school and its administration participate actively in inter-school association affairs. School staff and Board Members in particular are encouraged to take part in appropriate conferences, meetings, workshops and similar opportunities for sharing and development, such as accreditation teams and school visits.

Section 9.2

Adopted: 1990

Reviewed: Committee Review: 1998

Planning Committee Review December 2005—March 2006

Review changes adopted by ISL Board of Governors April 2006

Modified and adopted in 2008 - 2009

Planning Committee Review October 2016

Review changes adopted by ISL Board of Governors March 2017