



Leipzig International School

Policy Manual

[version 19 July 2017]

The following are the current policies of the Leipzig International School as approved by the Board of Governors.

The Board has sole authority to amend these policies.

Learning to be a citizen of the world

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1. THE SCHOOL AND ITS GOALS

1.1. LEGAL STATUS

The Leipzig International School (LIS) is operated by a registered association (“eingetragener Verein”) under the laws of Germany. It is a not-for-profit entity with charitable status (“gemeinnützig”)¹. The Statutes of the association set out its purpose and the respective rights and obligations of the members and the governors

1.2. STATEMENT OF PRINCIPLES

Our Motto

Learning to be a citizen of the world.

Our Mission

Leipzig International School provides a high quality international education, conducted in English, to children of all backgrounds, thereby supporting the regional community and promoting international understanding.

Our core objectives

1. We create a safe and stimulating learning environment in which our students can discover and develop their intellectual, physical, social and creative potential.
2. We help our students to be happy, well-balanced, ethical individuals who work effectively and willingly with others.
3. We educate our students to think and act with openness to the perspectives, values and traditions of other cultures and communities.
4. We enable our students to understand and express ideas and information confidently and creatively in more than one language.
5. We employ caring, committed and talented international staff, and provide them with the training, the resources and the environment to further develop their professional skills.

Our core values

1. We uphold the principles of equality of opportunity and fair treatment of all individuals.
2. We embrace diversity as an essential part of our learning environment.
3. We respect ourselves, we respect each other and we respect our environment.
4. We value honesty, fairness and integrity.
5. We recognise that we are fortunate and assume our responsibility to make a positive contribution to society.

1.3. NON-DISCRIMINATION

Discrimination on the basis of race, religion, creed, colour, national origin, gender, or ancestry shall not be tolerated at LIS.

In reaching decisions on the admission of new students and the retention of existing students, LIS does not discriminate on the grounds of the income or wealth of the applicant’s parents/guardians. Notwithstanding this principle, LIS is dependent upon attracting sufficient numbers of students whose parents are able to pay full fees.

¹ Note that charitable status is granted provisionally by the tax authorities. Usually every three years, the charitable status is reviewed and may be withdrawn.

2. GOVERNANCE AND MANAGEMENT

2.1. ASSOCIATION

Leipzig International School is operated by a registered not-for-profit association under the name "Leipzig International School e.V."

The workings of the association are governed by its statutes. These are established in accordance with German law and with best practise for charitable associations. In the statutes, the functions reserved for the general assembly and those reserved for the Board of Governors are set forth.

The Board of Governors is elected by the general assembly and has up to 5 members. Term of office is three years and re-election for successive periods is permitted. The Board carries ultimately responsibility and liability for the association. The Board may apportion responsibility for certain areas (e.g. finance, personnel, legal affairs, education) to individual Governors. Furthermore, the board may delegate particular authority to employees of the association.

The board members elect up to two chairperson from their midst. The Association is represented in judicial and non-judicial proceedings jointly by the two chairpersons, if two chairpersons are elected, or otherwise by one chairperson and another board member.

2.2. DUTIES OF THE BOARD

The role of the board is to safeguard and prepare for the school's future while ensuring that operations are consistent with the school's mission, values and goals, with particular reference to the following areas:

- A. Provide the school with strategic direction
- B. Ensure the school meets its financial and legal obligations
- C. Relations with Head of School and Commercial Director
- D. Representation and communication

To enable the board to fulfil its role, it:

- develops policies that support the school's mission and goals, in keeping with its values
- drives and oversees the development and review of the school's Strategic Plan
- draws up the financial statements and annual budget of the association
- monitors financial performance, and institutes any necessary corrective action
- sets school fees
- approves salary scales, any salaries not determined by scales, and any deviations from scales
- appoints the Head of School and the Commercial Director
- appraises the performance of the Head of School and the Commercial Director and fixes their remuneration
- manages its own health, continuity and effectiveness
- communicates effectively with the key stakeholder groups in the school
- manages any operations of the association outside the ambit of the school

2.3. BOARD MEETINGS

Board meetings are held at least 4 times per year and more frequently when necessary. The Head of School and the Commercial Director attend Board meetings but have no voting rights.

The agenda for the Board meetings is communicated by the Board Chair. Any Governor and the Head of School may ask for topics to be added to the agenda. Minutes of Board meetings are kept.

2.4. BOARD MEMBERSHIP

Members of the Board serve in an honorary capacity and without remuneration, other than for reasonable expenses on approved school business.

Potential members are not permitted to make, nor the board to accept, any financial or other gift to the school to secure board membership, nor are they required or expected to make such a gift as a condition of membership.

The content and substance of board discussion and debate is strictly confidential. Board members, and any others involved in board business from time to time, agree as a condition of their participation to keep such discussions strictly private and confidential. This condition applies both during and after their term, with no time limit.

Board members shall have no substantial financial or other interests that conflict with the interests of the school. It is the responsibility of board members to make known to the board any circumstances that could involve a potential conflict of interest.

Board members may act on behalf of the board only in accordance with the wishes of the board acting as a whole, as expressed in a duly convened, official meeting of the board.

2.5. HEAD OF SCHOOL

2.5.1. Responsibilities

The Head of School is responsible for running the school from the educational point of view. He selects the members of the teaching faculty, and appoints the School Principals. He is responsible for setting the performance objectives of the members of the teaching staff and of appraising actual performance against those objectives. Whilst he may delegate many aspects of the running of the school, he retains the final responsibility.

2.5.2. Implementation Of Policy

He administers the school in accordance with the letter and spirit of this Policy Manual. He is authorized by the Board to establish regulations and procedures to ensure that the policies and decisions of the Board are carried out. The performance of the Head of School is appraised by the Board of Governors.

2.5.3. Reporting Line

The Head of School reports to the Board of Governors. His objectives are set by the Board, and the Board assesses the Head of School's performance and determines the measure of any performance-related element of his salary.

2.5.4. Extent Of Responsibility For Commercial Matters

The Head of School is held accountable for compliance with the budget to the extent that he has control over the relevant income and expense positions. The Commercial Director reports to the Head of School in respect of those matters for which the Head of School is held accountable.

The Head of School is not responsible for

- compliance with the tax and financial reporting obligations of the association
- the funding of the school
- activities outside the remit of the school which are pursued by the association
- the governance of the association.

2.6. COMMERCIAL DIRECTOR

The Commercial Director is responsible for the non-educational operations of the school including management of the support staff.

The Commercial Director reports directly to the Board of Governors on financial matters and works directly with the Board on institutional legal matters and dealings with authorities. On other matters s/he reports to the Head of School.

2.7. CRISIS MANAGEMENT

A Crisis Management Team, instituted by the Head of School, will maintain appropriate and regularly reviewed arrangements to cover threats to the security of people and premises as well as to support – to the extent possible - programme continuity under exceptional circumstances.

The procedures developed by the Crisis Management Team will be laid down in a Crisis Management Plan that will be accessible to all staff. The plan will assign responsibilities and develop procedures to respond to a variety of potential crises, including but not limited to:

- Death of individual student or individual member of staff
- Attacks on, or threats to the physical safety of, students and/or employees
- Serious accidents or other emergencies at school or on school-sponsored activities and trips
- Major attacks on or major malfunctions of the building infrastructure systems
- Outbreak of a serious communicable disease
- Serious damage to the school buildings due to fire, flooding or other disasters
- Any other conditions that would prompt the closing of the building

The Crisis Management Plan will also contain procedures for handling communications and relations with the media during and after any of the above.

3. PARENTS

3.1. PARENTAL INVOLVEMENT

Parents are important stakeholders in the school. Parents (and students) have opportunities to provide input into decisions concerning the curricular and extra-curricular programmes.

At the governance level, 4 parent representatives are elected to membership of the association.

3.2. ESCALATION PROCESS

A complaint by a parent should be taken to the member of staff involved. If the complainant is not satisfied, the problem should be taken to the appropriate Principal or Commercial Director, then to the Head of School, if necessary. If the complainant is still not satisfied, the complainant may refer the matter in writing to the elected parent representatives who can take up the matter with the Head of School and with the Board if necessary. Complaints

against members of staff are dealt with by the Head of School and shall not be considered by the Board.

4. STAFF

4.1. STAFFING GOALS

The Board is committed to employ caring, committed and talented international staff, and provide them with the training, the resources and the environment to further develop their professional skills.

4.2. EMPLOYEE-BOARD RELATIONS

The employees elect among themselves at least one staff representative for each of the five staff sections (Secondary, Primary, Early Childhood, Hort and Support Staff). These staff representatives meet with the Head of School on a regular basis and a delegation of staff representatives is invited to the first half hour of every Board meeting for consultation.

There is at least one Board-Staff forum annually, in order to allow for a direct dialogue between Board and staff.

In addition, the Board conducts at least one Open Forum annually for the whole community including staff.

Further communication between the Board and employees will usually be through the Head of School.

4.3. EMPLOYMENT OF TEACHING STAFF

4.3.1. Teacher and educator salary scales

Qualified teachers in Primary School and Secondary School are paid according to a teacher salary scale with 21 steps plus one top step. Qualified educators in Early Childhood and After School Child Care are paid according to an educator salary scale with 16 steps plus one top step. These salary scales are set and published separately by the Board. Any adjustments to the salaries are published by 30 April in advance of any given school year.

4.3.2. Initial recruitment

On first joining the staff, qualified teachers and educators are placed on a step according to their experience and qualifications.

Experience refers to relevant classroom experience in a similar position.

Candidates with N years of experience are placed on a base recruiting step of either N or (N+1), depending on the strength of the experience. For example, a teacher with 4 years of experience would be placed on either step 4 or step 5. The highest base recruiting step is step 10. The decision which experience to count for the placement on the salary scale is made by the Head of School.

Up to three (3) additional steps may be awarded for additional qualifications. At least one step is awarded for a relevant Master degree.

In special cases where a teacher or educator brings in either unique qualities and skills, or other experience that could not be recognized sufficiently within this scheme, up to three (3) additional bonus steps may be awarded at the discretion of the Head of School and within the constraints of the budget. Awards which contribute to an exceeding of the personnel cost budget require Board approval.

4.3.3. Continued employment

The Head of School decides, on the advice of the section Principal, whether a permanent contract should be offered after the first two years of employment. The permanent contract generally comes with a bonus step on the salary scale, subject to availability of budget.

Provided professional performance continues to be satisfactory and progress in the attainment of professional goals continues to be made, teachers and educators continue to advance one step per year of employment, until they reach the top of their scale.

Unsatisfactory performance may lead to a teacher or educator remaining on the same step. Unsatisfactory performance must be appropriately documented and communicated to the member of staff concerned at least 3 months before 1 August.

In the event that a teacher or educator obtains additional relevant degrees or qualifications during employment at LIS, one bonus step may be awarded per relevant qualification gained.

4.3.4. Top Step

This special top step above the end of the regular salary scale is intended for exemplary professionals who

- have achieved outstanding learning outcomes in their own classrooms;
- are perceived as having a very positive and transforming influence on the school and community by their own colleagues, students and parents alike.

Promotion to Top Step may be awarded by the Head of School, at the recommendation of the line manager and on the approval of the Board.

4.4. EMPLOYMENT OF SUPPORT STAFF

Support staff members are either recruited by the Commercial Director or by the Commercial Director and the Head of School jointly. Support staff members are not paid according to a salary scale. They are employed at market-conform salaries and receive 30 days of holidays.

Cost-of-living adjustments to the salaries are published by 30 April in advance of any given school year.

At least 3 months before the contract is up for renewal the Commercial Director communicates to the member of the support staff whether or not a contract renewal will be offered. Any contract renewal offer comes with a salary offer to be determined by the Commercial Director and the Head of School jointly.

4.5. PROFESSIONAL STANDARDS

LIS employees are expected to act professionally in carrying out all their duties and responsibilities in the best interest of the students in our care. The following professional standards will assist all employees in knowing what is expected of them at work.

These standards apply to every member of staff at LIS. This includes teachers, educators, and administrators as well as support staff.

The standards are written and presented to follow our Statement of Principles.

Our Mission Leipzig International School provides a high quality international education, conducted in English, to children of all backgrounds, thereby supporting the regional community and promoting international understanding.

LIS employees:

- a. know, understand and accept the school's Statement of Principles

- b. work to high quality standards such as specified for school accreditation by the Council of International Schools
- c. are native or near-native speakers of English, or alternatively of the language that they are hired to teach
- d. recognise the important role of the school in the regional community, and take responsibility for upholding its reputation and building trust and confidence in it

Objective 1. We create a safe and stimulating learning environment in which our students can discover and develop their intellectual, physical, social and creative potential.

LIS employees:

- a. actively supervise students and generally take all reasonable steps to ensure the safety and well-being of students under their supervision
- b. follow the school's child protection policies and safety procedures
- c. know the learning strengths and weaknesses of their students and the factors that influence their learning
- d. implement the curriculum through a wide range of approaches and teaching strategies that cater for diverse learning styles
- e. adapt tasks to meet the needs and abilities of individual students
- f. establish and communicate clear expectations to students and parents
- g. have high expectations of all students, whatever their background or aptitudes, and find activities that will challenge and support them all
- h. promote students' confidence and self-awareness by clarifying how assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success

Objective 2. We help our students to be happy, well-balanced, ethical individuals who work effectively and willingly with others.

LIS employees:

- a. show a concern for students' well-being beyond the classroom
- b. help students prepare for the future by engaging them with the implications of changes in society and technology and offering them impartial advice and guidance about their future options
- c. model good team work by working effectively and willingly with colleagues
- d. value and acknowledge each other's contributions
- e. share resources or experiences with colleagues
- f. endeavour to develop productive and supportive relationships with all school colleagues as well as with parents

Objective 3. We educate our students to think and act with openness to the perspectives, values and traditions of other cultures and communities.

LIS employees:

- a. trust that other people's behaviour is based on good intentions and work to understand both sides of a situation before passing judgement on others
- b. avoid imposing their own religious, political or cultural values and traditions on others
- c. ensure that their students are receiving experiences in internationalism and interculturalism
- d. help students to understand different views, perspectives, and experiences and develop positive relationships both within school and in the local community

Objective 4. We enable our students to understand and express ideas and information confidently and creatively in more than one language.

LIS employees:

- a. work on improving their own foreign language skills, particularly English and/or German if applicable
- b. use English as the preferred language of communication with students and parents, whilst allowing and encouraging others to use their mother tongue where it aids understanding
- c. show respect and appreciation for students' mother tongue
- d. address the needs of students for whom English is not their first language

Objective 5. We employ caring, committed and talented international staff, and provide them with the training, the resources and the environment to further develop their professional skills.

LIS employees:

- a. have the qualifications and competencies to carry out satisfactorily the school's programs, services and activities
- b. demonstrate effective planning and organization
- c. develop their practice within the framework of the school's curriculum, building on what has been developed by others
- d. reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice
- e. participate in whole-school development and improvement activities
- f. use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.
- g. provide constructive feedback to colleagues that is considered and helpful

Value 1. We uphold the principles of equality of opportunity and fair treatment of all individuals.

LIS employees:

- a. act appropriately towards all students, parents, carers and colleagues, whatever their socio-economic background, age, gender identity, sexual orientation, disability, race, religion or belief
- b. refrain from any bullying or harassing behaviour including sexual harassment
- c. address discrimination, bullying, harassment and stereotyping no matter who is the victim or the perpetrator
- d. uphold school policies and procedures, and raise any concerns about the life or running of the school in a responsible and appropriate way
- e. exercise any leadership and management responsibilities in a respectful, inclusive and fair way
- f. treat all students equally and avoid any real or apparent favouritism
- g. inform people about actions that have consequences for them
- h. seek student and staff views about decisions that affect them

Value 2. We embrace diversity as an essential part of our learning environment.

LIS employees:

- a. promote an environment that is accepting of and tolerant of diversity, and is free from intimidation, threat, humiliation and harassment
- b. demonstrate intercultural awareness
- c. take every opportunity to call on the diversity available in their community to enhance the educational experiences of the students
- d. strive to attract and maintain an internationally and culturally diverse staff and student body

Value 3. We respect ourselves, we respect each other and we respect our environment.

LIS employees:

- a. communicate in a calm and polite manner
- b. always share their concerns with or take their questions about another person's actions to that person directly before taking the matter to a supervisor
- c. help students understand the difference between respectful and disrespectful behaviour by modelling respectful behaviour
- d. maintain relationships with student, colleagues and administrators that are ethical and that are characterized by fairness and mutual respect
- e. leave classrooms and offices in good order
- f. take care of school facilities and prevent damage to school property, including damage caused by software
- g. inform the right people when they borrow things
- h. reduce, reuse, recycle and generally demonstrate environmental awareness

Value 4. We value honesty, fairness and integrity.

LIS employees:

- a. respect the rights of students, families, and colleagues to confidentiality and therefore only discuss students' or colleagues' performance with people who need to be involved professionally
- b. demonstrate honesty and integrity in exercising one's duties, including in the use of school property and finance
- c. provide accurate information to the school about reasons for one's absence
- d. provide accurate information to the school about one's qualifications and experience
- e. provide honest, accurate, and justifiable comments when giving references for, or assessing the performance of, students or colleagues
- f. use school resources for official purposes (or approved exemptions) and ensure that these are not wasted or used extravagantly
- g. ensure that they do not breach copyright law or licensing arrangements when copying any school property such as software, library and reference materials, or other school property
- h. identify, declare and avoid any apparent or actual conflict of interest
- i. manage private relationships in a way that does not adversely impact on the work or reputation of the school or create an apparent or real conflict of interest
- j. establish and maintain appropriate professional boundaries in their relationships with students and refrain from having current students as friends in social networks on the internet
- k. observe procedural fairness in their decision-making processes
- l. give timely notice of their intention to terminate the employment relationship
- m. maintain confidentiality with respect to all matters pertaining to the school, even after leaving its employment

Value 5. We recognise that we are fortunate and assume our responsibility to make a positive contribution to society.

LIS employees:

- a. fulfil their professional duties, including those that they personally find less enjoyable
- b. are responsive to all reasonable requests in relation to their professional duties
- c. support each other by being there, being on time and by respecting deadlines
- d. keep accurate records
- e. keep themselves and each other informed about school policies and procedures
- f. keep themselves and each other informed about what is going on in the school community
- g. display a positive attitude to school and society at large

4.6. EMPLOYEE EVALUATION

The School shall maintain a program for evaluating all members of staff against the school's Professional Standards. The goal of this program shall be to improve the quality of the education provided to the students, the quality of the organisation, as well as the personal and professional development of the employee.

During any time-limited contract, all employees shall receive feedback on performance from their line manager before a decision about contract renewal is made.

Every teacher and educator will receive a formal lesson observation by a qualified observer (a member of the Management Team or a trained middle manager) at least once every two years.

While on a permanent employment contract the employee is requested to produce a Professional Development Plan based on a self-assessment every second year. In the self-assessment, the employees rate themselves against the school's Professional Standards, referring to relevant evidence wherever possible.

Evidence collected and reviewed by the employee is expected include some reference to

- a. Learning outcomes of students (where applicable)
- b. Records of work completed
- c. Records of involvement in additional activities
- d. Lesson observations (where applicable)
- e. Feedback from line manager, students, parents and/or colleagues

The Professional Development Plan and self-assessment are discussed with, and validated by, the line manager.

Further details concerning employee evaluation procedures are found in the staff manual.

4.7. PROFESSIONAL DEVELOPMENT

In line with its staffing goals (4.1), the school takes a great interest in the professional development of its staff.

The school will aim to allocate an annual budget for professional development that will meet or exceed the standards of other accredited international schools.

The anticipated foci of PD expenditure are:

- a. Curriculum-related Courses and Workshops
- b. Strategic Goals of the School
- c. Personal Professional Development Plans

The funds for PD are not allocated to each teacher on a *per capita* basis. They are distributed in response to identified needs.

Professional Development activities may include

- Improving student learning outcomes
- Extending one's range of teaching approaches and practices
- Obtaining a further certification or degree in one's field
- Taking on new roles and/or new tasks
- Improving one's personal, communication or organisational skills
- Meeting, observing and learning from colleagues
- Travelling to visit another school or attend a relevant PD event
- Reading particular professional development literature
- Carrying out action research projects
- Running a workshop at AGIS or in-house
- Re-writing a course
- Becoming an external examiner
- Becoming a mentor for a trainee

Any of the above, or other suitable activities, should be included in the Professional Development Plan constructed by every employee once every two years.

Employees will be invited to submit specific professional development proposals to their line manager and will be instructed on how to do so.

The value of PD requests will be considered by the line manager, may also advise on conditions that could be attached to funding, such as the nature and extent of feedback required from the participant. The line manager then submits the PD request, in the agreed form, to the Management Team meeting for approval.

The Management Team may opt to partially fund a course by offering a fixed sum, or by covering, for example, only course registration fees, and accommodation costs, but not international air travel costs.

The Head of School will produce an annual report, accessible to employees, about professional development spending in the year past and professional development goals for the upcoming year.

Further details are found in the corresponding Professional Development Procedure in the staff manual.

4.8. FACULTY HANDBOOK

The Head of School shall annually provide each faculty member with a Faculty Handbook that will explain the regulations, procedures, and expectations of LIS, as well as provide other information. The Head of School and his delegates shall be responsible for updating the contents during the course of the school year.

4.9. PROFESSIONAL GRIEVANCES

All administrators and employees at LIS are expected to act with professional integrity in line with LIS Professional Standards and our Statement of Principles.

In accordance with our Professional Standards we expect all employees to attempt to resolve their complaints and grievances face-to-face and at the lowest administrative level.

Only after such attempts have failed, a complaint could turn into a formal professional grievance. Such a formal grievance must be submitted in writing to the Head of School and

should refer to a specific violation of our Professional Standards by colleagues or the administration.

Professional grievances may refer to, amongst other things:

- Unfair appraisal by a line manager
- Unethical practice of a colleague or administrator
- Bullying by colleagues
- Sexual harassment in the workplace

Upon receipt of a written grievance it shall be the responsibility of Management Team to come to a joint decision with regard to this grievance. Should any member of the Management Team be the subject of a grievance, he/she will not participate in the decision-making process.

The decision of the Management Team will be communicated to all parties within 30 business days of the initial written grievance.

Employees have the right to appeal the Management Team's decision to the Board of Governors within 7 business days of the decision.

The decision of the Board will be communicated to all parties within 45 business days of receipt of the appeal. In all cases the Board's decision is final.

Details and further guidance are found in the corresponding Professional Grievance Procedure in the staff manual.

4.10. DISCIPLINARY ACTION

In line with German labour law the following forms of disciplinary action against staff are possible:

Official Instruction (German: "Ermahnung")

The employee may be given an official instruction, a copy of which will go into the personnel file. The official instruction can be in writing. Instructions may be issued more than once.

Official First or Final Warning (German: "Abmahnung")

The employee may be given an official warning, a copy of which will go into the personnel file. Official warnings may be issued more than once. They can be in writing. They can be issued as first or final warning. A final warning states that notice of termination of the contract may be given in case of a repeated breach of contract. There may also be more than one final warning.

Dismissal / Notice of termination

Dismissal can be with or without a period of termination depending under German employment law.

Before disciplinary action is taken, the employee will normally first be heard by either the Head of School (for all educational staff including Hort and Student Support Services staff such as librarian, nurse or counsellor) or the Commercial Director (for all administrative and technical support staff).

The employee may be suspended without penalty to enable an investigation to be carried out. Suspension is not disciplinary action; it may occur at any time during an investigation and similarly a suspension may be lifted at any time.

When assessing the seriousness of a breach of Professional Standards, any previous breach will be taken into account. Normally, breaches that occurred more than 18 months ago will not be taken into consideration.

The employee may appeal in writing to the Board of Governors against any official warning awarded to them. There is no appeal possible against a written instruction. Dismissals may be appealed in a court of law.

The decision of the Board will be communicated to all parties within 45 business days of receipt of the appeal. In all cases the Board's decision is final.

Further details are provided in the Disciplinary Action Procedure in the staff manual.

5. STUDENTS

5.1. ADMISSION POLICY

The basis of our admission policy is that we admit children from all ethnic, national, financial and other backgrounds to the school. In particular we try to admit as many students from less well-off families as is possible within the constraints of remaining financially viable.

School policy is to admit up to 60 students (3 classes with up to 20 students each) for the start in August in any given Grade level. During the school year, class sizes can be increased to a maximum of 24 on a temporary basis in order to accommodate for international arrivals.

At every Grade level, 25-30% of all spaces are available to suitable applicants who do not have the financial resources to afford the full school fees. Should the overall applicant pool include fewer than 25% suitable applicants for a reduction in school fees, despite the school having advertised the possibility of applying for reduced fees, then all remaining spaces may be offered to applicants who will be paying full fees.

Whilst in no way limiting its intake to any particular group of students, LIS addresses itself above all to the needs of children whose parents – whether of German or foreign nationality – are or expect to become internationally mobile.

Applicants are deemed educationally admissible if they have the right age and/or preparation for the Grade level applied for, and if they are operating at a satisfactory level in a reputable school, academically as well as behaviourally. Report cards and records from previous schools may be requested.

The learning needs of all applicants will be assessed before admission if possible or otherwise at admission. The school offers English as a Second Language and German as a Second Language support up to Grade 10. In addition, there is a Learning Support department with limited resources. If a candidate requires additional learning support in order to thrive in our curriculum, a place will only be offered if an educational program that meets that student's needs can be provided and the admission will not detract from the education of other students.

The School Registrar processes all enrolment, re-enrolment and de-enrolment.

The final responsibility for admission decisions rests with the Head of School.

Priority admission categories

Category 1: International arrivals

Applicants who are transferring to LIS from abroad or directly from another international school are given priority over all other applicants. These applicants could have any nationality, including the German nationality.

Category 2: English mother tongue / proficiency in English

These are applicants who are fluent in English, either because they communicate in English with one of their parents or because they attended at least one year of their schooling in an

English-speaking country. These applicants could have any nationality, including the German nationality.

Category 3: Non-Germans

These are applicants from within Germany whose parents both have a non-German nationality and who speak another language than German at home.

Category 4: Siblings

After having processed all applicants from priorities 1-3, siblings of LIS students are given priority over other applicants.

Category 5: Bi-nationals

These are applicants from within Germany where at least one parent has a non-German nationality.

Category 6: Local applicants

These are applicants from local German families.

Priorities within each category

Within each category, applications from sponsors of the school and their employees are processed first.

All other things being equal, we will give priority to the reduced fee applicant if the overall percentage of reduced fee students in the Grade is below 25% and we will give priority to the regular fee applicant if said percentage is above 30%.

All remaining applications within each category will be considered in order of receipt of application.

This completes the school's admission policy. Further details regarding the application process are found in the corresponding school admission procedures.

5.2. STUDENT SUPPORT SERVICES

LIS offers the following student support services, with appropriately qualified staff to provide these services:

- Learning Support services to address the needs of students with mild learning disabilities and problems
- Health services to create a healthy environment for students and staff, and to respond to the needs of individual children.
- Counselling services to provide professional and confidential guidance within a caring environment to students who seek emotional and social support.
- University admission services to support students and teachers in university application procedures.
- English as a Second Language to support students whose proficiency in English is not sufficient to fully function in the school's language of instruction. Simultaneous continued development of the Mother Tongue is encouraged and supported where possible.

A Student Support Services Coordinator works school wide, and with external agencies, to ensure that the student support services offered by the school are operating effectively.

LIS shall admit a student with special educational needs only when it is clear that a) an educational program that meets that student's needs can be provided and b) the admission will not detract from the education of other students.

5.3. STUDENT ATTENDANCE

Regular school attendance is mandatory. The Head of School shall implement procedures to enforce regular school attendance.

5.4. STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right: 1) to be treated with respect and courtesy, 2) to due process, 3) to be secure and safe in person and property, and 4) to know the expected standards of behaviour within the school community. Students have the responsibility to uphold the expected standards of behaviour and to comply with all reasonable requests and directives given by employees of the school.

5.5. STUDENT DISCIPLINE

School section principals may suspend students for up to one day.

The Head of School may suspend students for up to one week.

The Head of School may decide to expel students from school after having heard the parents and the student involved.

Parents whose child has been expelled may file an appeal with the Board.

5.6. PARENT/STUDENT HANDBOOK

LIS shall provide the students and their parents with documentation that includes relevant regulations, procedures, and expectations, as well as other information about LIS. The Head of School shall annually review, update, and approve the contents of this documentation. He and his delegates shall also ensure that faculty, parents, and students are familiarized with the contents.

5.7. CHILD PROTECTION POLICY

The purpose of the policy is the protection of children and the prevention of child abuse or neglect, which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.

This policy applies wherever staff or volunteers are working with students even when this is away from the School, for example at an activity centre or on an educational visit.

Students have the right to:

- feel safe and protected from any form of abuse or neglect
- a positive and supportive environment where they feel secure, are encouraged to talk, are listened to and have a sense of being valued
- a safe environment in which they can learn and develop
- know that there are adults in the school whom they can approach if they are worried
- develop the skills they need, to recognize and stay safe from abuse, through the PSHE curriculum
- be protected by a behaviour policy, which is aimed at supporting vulnerable students in the school
- know that some behaviour is unacceptable and they are valued and not to be blamed for any abuse which has occurred

According to our Professional Standards every staff member at LIS has the responsibility to:

- actively supervise students and generally take all reasonable steps to ensure the safety and well-being of students under their supervision
- follow the school's child protection policies and safety procedures

- respect the rights of students, families, and colleagues to confidentiality and therefore only discuss students' or colleagues' performance with people who need to be involved professionally

The school shall appoint a designated Child Protection Team to deal with concerns and LIS employees are advised to report any concerns with regard to child abuse or neglect to these specialists. These staff members must have an adequate professional background complemented by appropriate training in terms of child protection issues. The Child Protection Team consists of:

- The Child Protection Coordinator (German: *Fallexperte*) – who is also the Student Support Services Coordinator – she/he will be the contact for the caseworkers, administrators, teachers, parents and external agencies.
- The Child Protection Support Staff (German: *fallverantwortlicher Fachkräfte*) consists of qualified social pedagogues/social workers/educators who will support the teachers, carry out the casework and are responsible for collection and collation of evidence in the case of child endangerment.
- The Child Protection Consultant (German: *insoweit erfahrene Fachkraft*) will be called in by the Child Protection Coordinator on request to operate cooperative individual consulting and for moderating risk assessments.

Decisions concerning CP matters will be discussed by members of the team; no individual action will be taken.

This completes the school's Child Protection policy. Further details regarding the application process are found in the corresponding Child Protection procedures in the staff manual.

6. EDUCATIONAL PROGRAMME

6.1. SCHOOL YEAR

As a general rule, the school year will comprise 182 school days for students plus an additional 7 in-service days for teachers. The school year runs from 1 August through 31 July and the instruction takes place from mid-August until the end of June. The school year is divided into three terms. Traditionally there is a mid-semester break in October, a winter break in December, a mid-year break in February and a Spring break in April. The school also observes the German federal and local bank holidays.

6.2. SCHOOL CALENDAR

School holidays are published at least one year in advance. The annual school calendar with all opening and closing times of the school is prepared by the Head of School and approved by the Board.

6.3. SCHOOL DIVISIONS

The Grade structure is

- 1) Kindergarten – Nursery to Reception
- 2) Primary School – Grade 1 to 5
- 3) Secondary School – Grades 6 to 12

6.4. CURRICULUM DEVELOPMENT

The Head of School shall establish a program of on-going curriculum evaluation and development. The parents shall be kept informed as to any curricular changes. Appropriate curriculum guides for the Primary, Middle and High Schools shall be prepared and kept up to

date. These guides shall be distributed to appropriate faculty members and be available to students and parents.

6.5. LANGUAGE POLICY

LIS is committed to

- a. Teaching practices supportive of language learning, including language based activities with scaffolding in all subject areas.
- b. Explicit teaching of language use in different genres and modelling language for the students; to show the links between reading, writing, speaking and listening.
- c. Teaching foreign languages through language with a native language teacher, as early as possible, using real life contexts, whilst offering students varied resources and allowing them to use their mother tongue resources whenever appropriate.
- d. Consistency in using English as the language of instruction and communication, whilst allowing and encouraging students to use their mother tongue where it scaffolds their learning. Also for consistency, all official school documents will follow British English conventions.
- e. Cross-curricular collaboration among teachers, in-service training and professional development; resourcing classrooms and the school library with materials to help teachers develop solid language teaching practices.
- f. Streaming of language courses where appropriate and differentiated activities in all classrooms for all subjects.
- g. Providing support for Mother Tongue instruction.
- h. Raising awareness of language related issues within the school community and involving parents in planning their children's language development.

We will regularly review this language policy in order to put our principles into practice. An expanded version of this Language Policy, with descriptions of our language programmes, is found in the staff manual.

6.6. CLASS SIZE

The normal maximum class size is 20. The Board authorizes the Head of School to increase this up to 24 on a temporary basis when the situation warrants.

6.7. EXTRA - CURRICULAR PROGRAMS

LIS shall offer co-curricular activities for its students. While the scope and variety of such activities may vary from year to year, continuity shall be encouraged. The Board views a successful co-curricular program as an essential part of the school's program.

Participation in co-curricular activities is a privilege. The Head of School shall establish regulations regarding student eligibility. These regulations shall include both academic performance and conduct.

6.8. LIS GRADUATION REQUIREMENTS

The LIS High School Diploma is awarded on the basis of cumulative attainment in Grades 9-12. One unit of credit is awarded for each successfully completed year of instruction in a subject at 4 lessons per week or more.

The minimum requirement for an LIS High School Diploma is 20 units of credit as follows:

- 4 credits in English
- 3 credits in Mathematics
- 3 credits in Social Studies

3 credits in Science
3 credits in a further Language
4 elective credits

Participation in the Theory of Knowledge course and the CAS programme is also expected throughout the 11th and 12th Grades.

6.9. STUDENT EVALUATION

The Board believes that students respond more readily to the opportunity for success than the threat of failure. LIS seeks to create as many opportunities for success as possible and to recognize achievement whenever possible. The Head of School shall establish guidelines for student evaluation, including systems for assigning grades and reporting to parents.

7. BUSINESS AND FINANCIAL MANAGEMENT

7.1. SCHEDULE OF FEES

The Board shall annually establish a schedule of fees. This schedule will detail the fees for the school year, dates payable, and methods of payment. This schedule will be made available no later than 1 May for any ensuing school year.

7.2. TUITION REDUCTION

A minimum of 25% of all school contracts are offered at reduced fees. The application system is administered by the Business Office and official approval is given by the Board.

7.3. SCHOOL BUILDING AND GROUNDS

The Head of School shall ensure that the school is safe, clean, and sanitary. Provision shall be made for: 1) security, 2) fire prevention and fighting, 3) emergency communication, 4) building evacuation.

Appropriate insurance coverage and the daily supervision of the above is the responsibility of the Commercial Director.

8. HEALTH AND SAFETY

8.1. HEALTH AND SAFETY COMMITTEE

The school appoints one member of staff to act as the Health and Safety Coordinator. This person chairs the school's Health and Safety Committee.

The Health and Safety Coordinator ensures that the school complies with all legal safety obligations and that sufficient members of staff are trained in First Aid. To this end, he or she can call in external expertise.