

International School Rheintal

Board Policy Manual

Reviewed August 2022

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ISR Guiding Statements

International School Rheintal Vision

ISR is the school of choice in the Alpen Rheintal region providing a high quality international education in English for students from Kindergarten to Grade 12, inspiring international-mindedness, academic and personal excellence and responsible engagement.

Reviewed June 2023

International School Rheintal Mission

ISR is a supportive, challenging and student-centered environment. We encourage each student to reach their potential whilst promoting international-mindedness, empathy and life-long learning. Through teamwork and individual endeavours, members of the school community should:

- Respect and take responsibility for themselves, others and the environment
- Appreciate and respect diversity
- Think critically
- Reflect thoughtfully
- Communicate effectively
- Celebrate success

Reviewed June 2023

1 THE SCHOOL AND ITS GOALS

1.1 School Legal Status

The school has the legal status of an association. The constitution is set up in the Articles of Association.

1.2 Articles of Association (Annex I)

1.3 Philosophy and Objectives of Education

The International School Rheintal provides a high quality educational programme in English for students from Kindergarten to Grade 12 designed to meet their intellectual, physical, social and emotional needs. The school aims to:

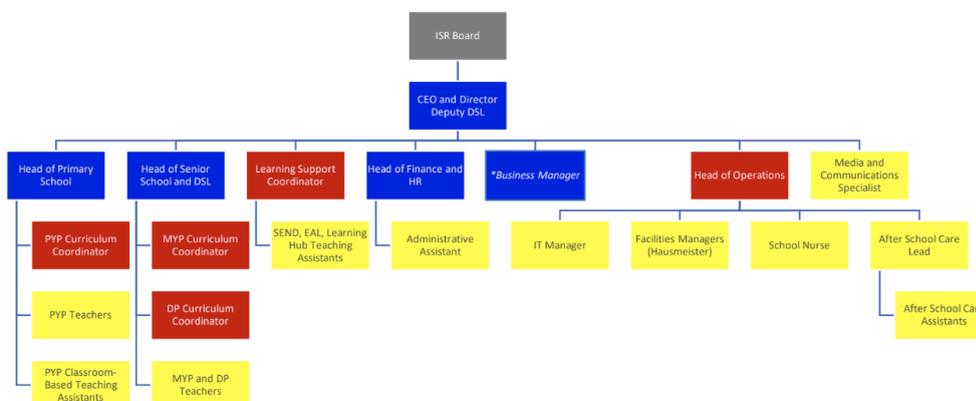
- Challenge and support students to reach their full potential.
- Encourage students to think for themselves and acquire the skills, knowledge and understanding necessary for effective life-long learning.
- Provide a challenging intellectual programme for exploring the academic disciplines from a global and local perspective.
- Offer a student-centred, welcoming environment which fosters an enjoyment of learning and where student achievements are celebrated.
- Nurture and appreciate a diversity of languages and cultures as a way of knowing.
- Guide students to show concern for themselves, for others, for the community and for the environment.
- Develop in its students a lasting commitment to international understanding and responsibility.
- Cultivate respect, tolerance and acceptance of others.
- Encourage students to strive to be thinkers, communicators and risk takers who are inquiring, knowledgeable, principled, open-minded, caring, balanced and reflective.

(Approved November 2012)

1.5 School Organisation

As approved by the Board in October 2021, the leadership of ISR will move to a distributed leadership model in the coming years as we look to build a sustainable organisation.

2022-2023 Staff Line Management Organigram 1.2



- Blue: Senior Leadership Team (SLT)
- Blue and Red: Whole School Leadership Team (LT)
- Organigram represents the line management and leadership structure and in no-way denotes the importance of one role over another within the ISR community
- *Business Manager continues in an advisory consultancy capacity

Updated 16/8/22

1.6 CEO and Director's Job Description

Job Description			
Created:	Liz Free and René Sprecher	Date:	16.08.2022
Checked / approved:	Heiner Graf	Date:	22.08.2022

Job Title	Chief Executive Officer (CEO) and Director
Purpose:	The core purpose of this role is to provide professional, highly effective leadership and management that will achieve outstanding results in all aspects of school life. The CEO/Director promotes an inspiring vision and clear direction that is shared by all members of our small and mighty international school community.
Place of work:	Buchs SG
Line Manager:	Chair of the ISR Board
Direct Reports:	Heads of School, Head of Finance and HR, Head of Operations, Learning Support Coordinator and Media and Communications Specialist

<p>Inspirational and Strategic Leadership:</p>	<ul style="list-style-type: none"> • Promote ISR's mission, vision and guiding statements (GS) • Promote an inspiring vision dedicated to high standards that is shared by all members of the school community • Initiate, prioritise and lead improvement activities through effective strategic leadership and planning, underpinned by the GS • Display a high level of professional competence in all areas of responsibility • Communicate a clear view of the school's aims so that all staff know what is required of them and are competent and committed to achieving the school's goals • Distribute leadership effectively to achieve high standards of learning and personal development by creating an ethos of collective responsibility and mutual support. • Inspire and empower senior and middle leaders by clearly defining all roles and aligning these roles with school priorities • Be receptive and respond to external evaluation of the school and manage the process and implement any subsequent recommendations professionally and efficiently. • Work effectively with all stakeholders to ensure informed and responsive decision making, which helps to direct change and effective management of school resources. • Ensure that the levels of students' attainment and the quality of teaching successfully align with the schools' promise to its students and parents • Clearly and comfortably delegate work, trusting and empowering others to be successful in their roles • Provide regular feedback and motivation to others to successfully achieve their targets • Encourage others to contribute, creating a spirit of teamwork and opportunities of cooperation and collaboration between departments • Contribute time and expertise to the professional development of teachers, support staff and leaders • Participate and lead professional development with the international education community within Europe, ensuring ISR at the forefront of global best practice
<p>Self - Evaluation and Improvement Planning:</p>	<ul style="list-style-type: none"> • Develop, in collaboration with all stakeholders, the strategic priorities for the school for Board approval • Execute the school strategic plan effectively • Involve all staff in systematic, rigorous self-evaluation with the explicit purpose of improving the quality of students' experiences and their standards of attainment • Take positive steps to gather the views of parents, students and others about the quality of service provided by the school • Work collaboratively with external bodies to achieve excellent results on school accreditations, inspections and evaluations • Ensure that the school's academic programme is fit for purpose and challenges students • Ensure that senior leaders monitor teachers' plans, evaluate students' classroom experiences, track students' attainment and evaluate progress towards meeting agreed targets • Ensure that senior leaders effectively monitor the effectiveness of staff teams

	<ul style="list-style-type: none"> • Ensure that self-evaluation provides valid, comprehensive and reliable analysis for identifying key priorities for the preparation of the improvement plan and involves staff, parents and students as appropriate • Ensure that senior leaders collect and analyse and report appropriate and accurate information from within the school as well as data for external sources, including international assessments and stakeholder surveys • Ensure that senior leaders set aspirational yet realistic goals aimed at improving students' performance • Ensure that all improvement activities are focused on creating impact and raising quality • Monitor and manage change quickly, flexibly and successfully • Prioritise and act upon a manageable number of key initiatives and involve stakeholders in the process. • Ensure that all recommendations from previous inspections and evaluations are included and addressed in the schools' improvement plans.
<p>Effective and Efficient Management of Resources:</p>	<ul style="list-style-type: none"> • Work closely with the Senior Leadership Team (SLT) and Extended Leadership Team (ELT) to ensure that all policies, procedures and routines across the school are effective and efficient • Comply with all ISR policies and guidelines and submit high quality reports in a timely manner • Ensure that all staff are well qualified and experienced, trained to do their roles and are deployed effectively to support the school • Identify career path and succession plans for all members of school staff and prepare the annual recruitment plan in the first half of the academic year • Recruit high quality new/replacement staff, and ensure all new staff are given a thorough and full induction • Ensure accountability of the school's actions and outcomes with regards to all matters of compliance and health and safety requirements • Comply with all regulations and guidelines issued by the regulators • Monitor and evaluate the school's performance on students' attainment and progress, students' personal and social development, teaching and assessment, curriculum that meets the needs of students, health and safety, and student support services • Ensure that all schools policies, procedures and routines are effective, efficient and reviewed annually with appropriate staff members • Work collaboratively with the SLT and ELT to ensure accurate identification of professional development needs and access to quality professional development for all members of staff • Ensure that teaching and learning is monitored closely and consistently to identify the quality of teaching practice across the school and identify areas of development • Ensure that all staff members are appraised annually providing recognition for areas of strength and recommendations for areas of development and growth • Work collaboratively with SLT to develop annual budgets, and monitor performance against these budget lines
<p>Parent, Student and Community Relationships:</p>	<ul style="list-style-type: none"> • Build and maintain relationships with parents and students and the community by establishing regular and appropriate communications with all members of the school community, both internally and externally • Be highly visible and readily available to the school community as required

	<ul style="list-style-type: none"> • Encourage opportunities for students to take active leadership roles and assume responsibilities for different activities within the school • Engage parents as active partners in their children’s learning in a variety of ways • Encourage positive and regular participation of students and parents at school events • Consult the student and parent community about the work of the school on a regular basis and ensure that parents’ views are received respectfully and help guide the school’s development • Ensure that the school uses a wide range of effective methods, including technology, to communicate with parents, taking into account the home language of parents by promoting two-way communication. • Ensure that parents receive regular reports of their children’s progress and attainment that include next steps for learning • Develop strong community partnerships that effectively support all students’ development and improve students’ learning experiences • Focus on identifying and meeting community (staff, parents, students) needs by taking their interests and complaints seriously and by delivering prompt and personalised responses • Consider the implications of decisions on all stakeholders and act accordingly to safeguard and promote the reputation of the school • Ensure a proactive approach in delivering operational excellence focused on extraordinary service across all aspects of school life • Attend external events and festivals, including those out of school hours, and contribute to PR activities, media opportunities to represent and act as an ambassador for the school • Achieve positive parental engagement and satisfaction
<p>Requirements profile E – Essential D – Desired</p>	<p>Qualifications:</p> <ul style="list-style-type: none"> • A Bachelor’s degree. (E) • Qualified Teacher Status (QTS) or Licensed Teacher (E) • Masters Degree/Recognised Leadership Certification (E) <p>Skills and Experience :</p> <ul style="list-style-type: none"> • Minimum 5 years senior leadership experience (E) • Experience of working in a school community with a diverse student and staff population (E) • Experience of 3-18 continuum schools • Experienced in international curricula (E) • Understanding of the International Baccalaureate programmes (D) • Understanding of the demands of an international school environment (E) • A commitment to the welfare and safeguarding of pupils (E) • Commercial acumen and effective management of all school operations (E) <p>Competencies:</p> <ul style="list-style-type: none"> • Knowledge of international accreditation, inspection, and evaluation frameworks (E) • Excellent communication skills in spoken and written form (E) • Financial acumen (E) • Proven track record of successful educational leadership (E)

	<ul style="list-style-type: none"> • Management of human and physical resources (E) • Strategic planning, knowledge of child protection, safeguarding and health and safety (E) • Experience in developing and leading high performing teams (E) • Highly effective relationship management with a variety of stakeholders (E) <p>Attributes:</p> <ul style="list-style-type: none"> • Model of integrity, resilient, collaborative team player, inspirational speaker, empathetic listener, and strategic thinker (E) • Able to convert vision into action (E) • Internationally minded, emotionally intelligent, interculturally aware, creative and persuasive (E) • Flexible and capable of managing growth and instilling high standards (E) • Adept in multilingual settings, spirited, pioneering, professional, and nurturing (E)
<p>General instructions, directives and regulations:</p>	<ul style="list-style-type: none"> • To be aware of, and compliant with, all ISR policies • To be aware of, and embed, the ISR Guiding Statements within the role and all activity • To read and adhere to the ISR Staff Handbook & Declaration
<p>Special conditions:</p>	<p>ISR is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment.</p>
<p>The present job and task description is subject to the changing needs of the school and is influenced by organisational developments. It may change accordingly. In addition, the school may also issue additional or different responsibilities and/or activities that are in essence part of the role. The job description is periodically reviewed and adjusted.</p>	

1.7 Evaluation of Director

The Board will review annual performance and this is administered by the Chair. Annual objectives are set inline with the strategic plan and school development plan each year. These objectives and the annual review is recorded in BlueSky.

1.8 Acting Director

In the event of the absence of the Director from school during the school year, the Director (or Board Chair) appoints one of the leadership team to act as Director until their return. An acting Director may not sign purchase orders or employ teaching or support staff unless empowered to do so by the Board and/or the Director.

1.9 School Year

There are 175-180 days of instruction for students. The school year is based on two semesters and lasts from late August to late June.

1.10 School Calendar

The school leadership team prepares the school calendar for the following school year by October of each year. This calendar is presented to the leadership team for review. The final draft of the calendar is then presented to the school Board for ratification.

Provision is made in the calendar for holidays in October, in December/January, in February and a spring break as well as for all Swiss legal holidays.

1.11 Emergency Closings

The School Director is authorised to announce the closing of school if actual or potential hazards such as bad weather threaten the safety and well-being of students and employees. The decision to close the school is made by the Director, or their designee, after consultation with the Chair of the Board. Announcements to the staff, the school community and releases to the news media are arranged by the Director.

1.12 Archives

The Director is responsible for developing and maintaining an archival system for student records, all school records in written and electronic format and documentation that will form a basis of the historical records of the school since its founding.

2 SCHOOL BOARD OPERATIONS

2.1 School Board Legal Status

The International School Rheintal is governed by a Board, which constitutes the highest legal authorising body for the School. As such, the Board's approval is required for all major legal and financial business conducted by the School in achieving its educational aims.

In accordance with the provisions contained in Arts. 60 et seq. of the Swiss Civil Code, the Association) is represented vis-à-vis third parties by the Chair of the Board. The Chair of the Board represents the Association alone.

2.2 Board Powers and Duties

The duties of the Board are defined in the Articles of Association.

2.3 Individual Board Members Authority and Liability

The Association is responsible for damage caused to a third party by the Board, a member of the Board or another constitutionally appointed representative in performing acts to which they are entitled, where such acts give rise to liability to effect damages. The Board, members of the Board or another constitutionally appointed representative is liable in respect to the

Association only in the event that the act giving rise to liability to effect damages has been committed with intent.

2.4 Employment of Board Members Spouses/Partners

Should the spouse/partner of an elected parent board member become an employee of the International School Rheintal (ISR), the board member's term of office automatically expires as of the date of the spouse's employment. To avoid claims of conflicts of interest, ISR employees and their spouses/partners are not eligible to be elected parent board members.

2.5 Board Members Conflict of Interest

The Board decides whether or not a conflict of interest is substantial and whether it warrants any special measures, such as requiring a member to refrain from voting on a particular matter, or requesting a member's resignation from the Board. It is the responsibility of the individual board member to make known to the Board any circumstances that could involve a potential conflict of interest between themselves and the School.

2.6 External Board Member Communication

All policies and decisions enacted by the Board are to be communicated in a timely and efficient manner to the School community parents, personnel and students. To accomplish this and to minimise delay or misunderstanding, the Chair of the Board or the Director is charged with communicating board decisions once the Chair and members of the Board have agreed upon the announcement.

No external communication is made by members of the Board without the prior approval of the Board Chair and the Director of the School.

2.7 Board Member Confidentiality

Board members are required to respect confidentiality in all Board matters. When new board members join the board, they will be asked to sign a form to confirm they will respect confidentiality.

2.8 Board Orientation

Orientation of new board members and the ongoing education of all board members is a vital part of its responsibility to the school.

Following their election, new board members are provided with a copy of the International School Rheintal Board Policy Manual and other pertinent information, such as copies of minutes of immediate previous Board meetings, current financial information and current running issues. Handbooks and curriculum guides are available on the school website.

New Board members must submit a brief C.V., which will be distributed to other Board members and relevant authorities (if required). A proper introduction of new and old Board members will be done. A new parent Board member would meet with the other parent Board members separately.

All board members acknowledge that any and all records they keep are the property of the International School Rheintal and may be used for the orientation of new board members. Outgoing board members also agree to provide a full briefing to those who replace them in their specific responsibilities, while current board members do the same if duties assigned to them change from one year to the next.

2.9 Board Member Compensation and Expenses

Members of the Board of the International School Rheintal are not entitled to, nor will they receive, any compensation during their term of office. The school may reimburse reasonable and prudent expenses incurred by board members for school purposes, when such expenses were the result of authorised activities associated with their board membership.

2.10 Resignation of Board Members

It is desirable to have as much advance notice as possible before a resignation occurs.

Notice of pending resignation is requested at least two months in advance. The following steps must be followed:

- 1) Inform the Chair.
- 2) Give written notice of resignation to the Chair, to include reasons for resignation and timing.
- 3) Submit all confidential International School Rheintal Board material to the Chair of the Board.

2.11 Board Member Removal from Office

A board member may be removed from office by unanimous vote of the Board, excluding the Board Member in question.

2.12 Board Vacancies

Board members and the Director can suggest a suitable replacement. The Board will vote for the new Board member.

2.13 Organisation of the Board

2.13.1 The Chair

The Chair must be a member of the Board elected by the Association. It is the Chair's responsibility to:

- 1) preside over Board meetings;
- 1) give prior approval to board members' expenses; Approve the Director's travel plans and expense report; Serve as the principal liaison between the Board and the Director and school administration in all matters relating to the smooth operation of the School
- 2) maintain correspondence and documents related to Board operations. All Board members provide the Chair with copies of documents pertaining to their work so that a complete and accurate record of all board business is maintained;
- 3) prepare the Board meeting agendas in advance of the meetings;
- 4) maintain records of all Board meetings;
- 5) distribute draft and approved minutes to the Board and ensure that all Board business is conducted in compliance with the Articles of Association and the Policy Manual.

2.13.2 Standing Committees and Ad Hoc Committees of the Board

There are standing committees of the Board as are necessary to accomplish the work of the Association. These may include Finance, Policy, Site Development, Health and Safety, and Safeguarding. As necessary, the Board Chair will appoint temporary or ad hoc committees to carry out the work of the school or association. All decisions and recommendations of standing or ad hoc committees are not considered enacted until ratified by the Board. The chairs of all standing committees are members of the Board.

2.13.3 Standing Committee Procedures

Minutes are taken of all standing committee meetings by the Secretary to the Board (the ISR Administrative Assistant) and circulated to all committee members for approval. The approved minutes of all meetings will be circulated to all board members with the agenda prior to the next board meeting. Committee members, taking part in activities concerning the work of the committee, provide relevant information about those activities. Committee members are made aware of all ISR policies and procedures that govern their membership and participation.

2.14 Site Development (ISR Infrastruktur AG)

Site development will be made in conjunction with the ISR Infrastruktur AG

Role:

- 1) Support the advancement of the school with facility maintenance and development, including capital improvements;

- 2) Review all planning and implementation phases for construction projects and make recommendations to the Board; and
- 3) Review all contractual arrangements, outside the operating budget, related to buildings and facilities and make recommendations to the Board.

2.15 Board Meetings

The Board meets on a regular basis (at least 3 times per school year) or as necessary. A simple majority of the voting members of the Board constitutes a quorum. The Chair of the Board presides at meetings. In cases not otherwise addressed in the Articles of Association and when consensus cannot be reached, the Board may affect decisions by a majority of those members present with voting rights. Minutes of all meetings of the Board are stored on the ISR Board Google Drive by the Board Chair, and are approved at the next Board meeting. The Chair has the discretionary right to exclude Trustees from any part of a meeting where the topic under consideration constitutes a potential conflict of interest.

2.16 Board Minutes

Minutes of Board meetings are distributed to Board members before the next Board meeting and are approved at the next regular Board meeting.

2.17 Board Policy Development

The Board follows the Articles of Association adopted by a vote of the Association membership. Articles of Association are made available to Association members, appropriate government and education agencies.

The adopted policies of the Board are considered an addendum to the Articles of Association. Proposals for new policies or revisions of current policies may be made in writing by anyone connected with or interested in the school, and may be presented to the Director of the school or the Board Chair. The adoption of Board Policies shall normally follow the sequence below:

- 1) Recommendation of the proposed or revised policy to the Board;
- 4) Review of the process that has led to policy recommendation.
- 5) Discussion and final action by the Board.

The formal adoption of policies shall be recorded in the minutes of the Board's regular meeting. Policies shall be effective immediately upon adoption, unless an effective date is specified.

2.19 Adoption of Policies

Adoption of new policies or changing existing policies is solely the responsibility of the Board. Adoption, deletion or amendment of policies requires a quorum of the Board and a simple majority vote. Policies and regulations are available to all staff, and parents/guardians at the time of a student's acceptance in the school.

2.20 Administration in Policy Absence

In cases where action must be taken and the Board has provided no guidance in policy for such action, the Director has the power to act. On important items the Director makes every effort to consult with the Chair. These decisions are subject to review by the Board at its next regular meeting. If necessary the Chair will prepare a new policy for consideration based on the de facto policy created by the Director.

In urgent situations, the Director has the power to act where no guidance is provided in policy. Every effort should be made to consult with the Chair.

3 FINANCIAL MANAGEMENT POLICIES

3.1 General

ISR is a non-profit organisation and as such will use all revenues for school-related projects and activities. Whilst it may be necessary to borrow money occasionally for specific large scale undertakings, all financial/business activities need to focus on the goal of ISR being a debt-free organisation.

Financial Year

The fiscal year of the Association shall begin on 1st January and end on 31st December. The financial year shall begin on 1st August and end on 31st July. Every year the year's budget will be approved by the Board. At least every three years a five-year financial plan will be presented by the Director and Head of HR and Finance, and approved by the Board. The financial plan is based on the budget format used and reflects the strategic plan of the school.

Appropriation of net income and reserves.

The Head of HR and Finance will in the event of surplus from operations appropriate such reserves for use in future years according to the fiscal policies of the Association. Such appropriations need to be in compliance with the Swiss tax laws governing the non-profit status of the association. The Director, supported by the Head of HR and Finance, monitors and manages the budget planning process.

3.2 Financial Controls and Financial Management

3.2.1 Head of HR and Finance Job Description

Job Description

Created: Esther Matt

Date: 06.04.2022

Checked / approved: Liz Free

Date: 07.04.2022

Job Title	Head of Finance and Human Resources (100% FTE)
<p>Purpose: As a member of the ISR extended leadership team (LT), to develop, implement and lead the finance and HR services for the ISR Verein and finance services for ISR Infrastructure Company to ensure we are a values-driven organisation and follow legally required and best practice in all financial and HR practices, thereby allowing ISR to flourish as the region's leading non profit International Baccalaureate (IB) school.</p>	
Place of work:	Buchs, St Gallen
Line Manager:	CEO and Director
Direct Reports:	Administrative Assistant/s
General Task, responsibility, and competence	<p>Leadership Team</p> <ul style="list-style-type: none"> • Be an active, visible member of the LT team committed to ISR's guiding statements • Provide evidence-informed and timely advice and support to the leadership team and senior leadership team of ISR • Contribute to the development and implementation of the ISR strategic plans and annual school development plans • line manage, develop and empower administrative assistant/s <p>Finance</p> <ul style="list-style-type: none"> • Management and responsibility of finance and accounting incl. independent preparation of the annual financial statements of ISR Verein and ISR Infrastructure until auditing • Developing, implementing and monitoring financial procedures which contribute towards the School achieving the best value for money and minimising financial risks • Negotiation and management of all contracts, tenders and agreements • Accounts receivable and accounts payable • Preparation of trimester and extrapolation calculations, controlling and budgets • Regular financial reporting to the Director, Senior Leadership team and Leadership team and analysis of income and expenditure variances

	<ul style="list-style-type: none"> • Planning and preparation of the monthly capital requirement and liquidity statement • Day-to-day timely and effective operational management of payroll accounting, processing of payment transactions and invoicing for school services • Review, develop and improve systems and procedures inline with local, national and international compliance requirements and best practice. <p>HR</p> <ul style="list-style-type: none"> • Manages all HR functions including recruitment, performance management and development, employee relations, benefits, and compensation • Develops and maintains the School's employee policies and procedures, employee handbook and employee forms • Manages the recruitment process including posting, recruiting, interviewing, and hiring for open positions • Supports the Leadership Team in the recruitment of local and international faculty • Monthly payroll runs incl. monthly and year-end closing work, monthly withholding tax settlements and annual settlements with social insurances/control/adjustments of family allowances • Prepares and maintains accurate job descriptions that reflect ISR values and global best practice • Develops and oversees employee onboarding, orientation, exit processes and document completion • Advises and consults with SLT and LT team members to resolve and/or diffuse employee relations issues and ensure ISR is a high performing and values-driven school • Monitors and submits insurance claims related to worker's compensation and coordinates all leaves of absence • Develops, implements and maintains effective compliance with Swiss law and international school standards as detailed by the Council of International Schools • Securely maintains accurate employee records and files inline with our data protection and safer recruitment policies • Oversees permit administration for non-Swiss staff
Requirements profile:	<ul style="list-style-type: none"> • Internationally minded HR and financial/accounting professional • Values drive individual that embodies ISR's guiding statements • Entrepreneurial thinking and able to manage multiple workflows at both operational and developmental levels • Sound knowledge of Swiss financial and HR legal requirements including understanding of working with an international staff and clientele

	<ul style="list-style-type: none"> • Professional advanced/university-level certification in finance and/or HR and willingness to undertake further certification in these disciplines. • Strong analytical skills that allow you to grasp complex issues, develop clear solutions and present them in a simple and understandable way. • Independent, networked, effective and efficient way of working with perseverance and a high level of personal responsibility • Team-oriented, loyal and trustworthy personality with high emotional intelligence • Confident user of technology (we use Microsoft Office suite and Google Enterprise Edition; knowledge of Excel and Sage useful) • Able to communicate fluently in English and German (minimum B2+)
General instructions, directives and regulations:	To be aware of, and compliant with, all ISR policies
Special conditions:	ISR is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
<p>The present job and task description is subject to the changing needs of the school and is influenced by organisational developments. It may change accordingly. In addition, the school may also issue additional or different responsibilities and/or activities that are in essence part of the role. The job description is periodically reviewed and adjusted</p>	

3.2.2 Role of the Association

The Association shall act in a spirit of altruism; it shall not primarily pursue its own economic goals. Association funds, in particular any profits, are only to be used for purposes in accordance with the Articles of Association.

3.3 Annual Budgets

International School Rheintal is a non-profit organisation; however, the Board recognises that money and money management comprise the fundamental support of the whole school programme. To make that support as effective as possible the Board will:

- 1) Conduct advance planning;
- 1) Explore all practical sources of income;
- 2) Provide policy guidance to budgeting and management of school finances, so that adequate financial strength is maintained;
- 3) Ensure top quality accounting and reporting procedures;
- 4) Authorise an appropriate level of expenditure to provide high quality education.

It is the Board's responsibility to approve the annual budgets for the ensuing year. The budgets should be adequate to finance the ongoing programmes, provide for additions and changes dictated by the needs of the school and to include a contingency.

3.4 Cash in School Buildings

Cash in the school buildings must be limited to those monies reasonably required to maintain effective day-to-day operation of the school. A petty cash fund is operated. The administrative assistant will be responsible for daily transactions. Cash must not be left overnight in individual offices but placed in the school safe. Access to the safe should be restricted to the School Secretary and Director. International School Rheintal is not responsible for the theft or loss of cash brought into the school by staff, students, parents/guardians, visitors or guests.

3.5 Income from Tuition and Fees

3.5.1 School Fees and Payment Schedule

Before the end of the school year the details of fees are published. Current details can be found in the Financial Regulations document prepared by the Head of HR and Finance.

3.5.2 Assisted Places Policy

Assisted Places may be awarded at the discretion of the Board. This will only be considered in exceptional circumstances.

3.5.3 Tuition for Students of Dependent Employees

The school waives the registration, facilities, capital and tuition fees for students who are enrolled in the school and who are dependents of employees. Pro rata for part-time teachers. Tuition fees have to be declared as income according to the Swiss tax law. The employee pays the tax liability on the school fee tax paid by the employer. The term "dependants" means natural or adopted children as well as legally dependent children of the employee.

3.5.4 Tuition Collections Programme

The financial management of the school relies on the efficient collection of fees from individuals, embassies and corporations. Where fees are outstanding there needs to be clearly defined procedures for pursuit of payments.

Invoices are sent out before the beginning of the school year to those who are returning or who have applied by that time. Families registering their children during the summer vacation or during the school term must be invoiced as soon as possible. Invoices clearly state that all payments are to be made no later than 30 calendar days from the date of the invoice. Information for partial payments within 9 months is mentioned on the invoice.

Students may be admitted to the new school year if fees from the previous year are outstanding only at the discretion of the Board Chair and Director. Letters are sent to all parents who have not paid. Personal follow-up contact is made after 14 days, to seek a payment commitment or establish a payment plan.

Families who have outstanding debts may have all school records and grade cards withheld and may not be issued with transcript information. A high school diploma may be withheld from a student who has outstanding debts.

The Director has the authority to terminate a child's right to attend school if repeated requests for fees are not met. The Head of HR and Finance, in consultation with the Board reserves the right to file criminal charges against fraudulent families.

3.5.5 Late Enrolment and Early Withdrawal

As an international school we need to be able to respond flexibly to the transient nature of our community. The fee structure is defined in the Financial Regulations which are prepared by the Business Manager. All other arrangements for payments must be made with the Chair of Board and approved by the Board.

3.6 Other Incomes – Donations, Aids and Grants and other Fund Raising

The Board may accept, on behalf of the school, any gift, bequest or endowment of money or property or money raised by fund-raising for a purpose deemed by the Board and the Director to be suitable.

The acceptance of gifts, bequests, and endowments or monies gained by fund raising should be in the best interests of the school and in keeping with its non-profit status and educational goals. The Director and/or the Board Chair gratefully acknowledges acceptance of gifts, bequests and endowments.

3.7 Accounting and Reporting

3.7.1 Financial Reports

The Director, Head of HR and Finance and Chair of the Board are responsible for proper recording, accounting and reporting procedures and systems in accordance with standard Swiss accounting principles and which satisfy the needs of the school.

Expense reports

Personal expenses incurred for school business are reimbursed by submitting receipts to the Director. Examples include travel and small school-related items. The expenditure must be recorded, and signed for, by the member of staff who has incurred it. The Director should act

as authorising signature. Director expenses are approved by the Chair of the Board. All expense reports should be submitted as soon after the expense is incurred as possible.

3.7.2 Audits

An independent, qualified audit firm is employed to audit the accounts as soon as possible after the close of each financial year on the 31 July, according to the Articles of Association and Swiss Law. The auditors are to prepare a report, which is presented by the Chair to the Board at the annual general meeting.

3.7.3 Purchasing Authority

Authorization of expenditures:

A purchase order system is in place for all bigger purchases and investments. A completed order form must be submitted, which explains the vendor, unit, description and cost. Purchases require approval by the Director and are placed by authorised school personnel. Pre-approved expenditure will be reimbursed following submission of receipts.

3.7.4 Payments by electronic bank transfer

In order to maintain an accurate record of revenue and expenses and to avoid late payment charges, all invoices should be processed as efficiently as possible. The Board gives the authority to individuals who can sign electronic bank transfers.

3.7.5 Bids and Quotations

The Director of the School and the Chair of the Board are responsible for the process of asking for and filtering bids for major purchasing of capital equipment, services, building and facilities.

3.7.6 Approval of Payroll and Bills

The salaries of all ISR personnel are prepared by the Head of HR and Finance. Salaries are prepared in advance of the 25th of each month so that an electronic transfer can be carried out by the 25th of each month.

One signatory of the Director and the Chair of the Board or other authorised person complete the transfer on or before the 25th of each month.

3.8 Employee Loans and Advances

An optional interest free loan of up to CHF 10'000 is available, on a needs based case-by-case basis, for new staff when they begin at ISR. This loan must be fully repaid in monthly payments, normally CHF 500 per month. All loan applications require submission to the Director and must be approved by the Board Chair.

Employees who are employed part time will be eligible for a loan amount prorated relative to the percent of full time the employee is contracted. The terms of the loan arrangement need

to be properly documented in writing and included in the employee's personnel file. In repaying the loan, equal amounts will be deducted from the employee's salary over the agreed repayment period of the loan. An employee may make a single full repayment of the loan at any time during the loan period following the provision of the loan.

3.9 Insurance

An experienced insurance broker will be engaged to advise the school regarding insurance for the school and its stakeholders.

It is the duty of the Director and the Head of HR and Finance, working with the Chair of the Board and with appropriate representatives of an insurance broker, to ensure that proper comprehensive coverage is obtained and maintained, and that insurance policies are in order at all times.

The Director and the Chair of the Board regularly review the school's entire insurance package. They will explore ways to obtain the best possible coverage on terms most advantageous to the school. The operating budget must contain sufficient provision for insurance, the details of which are available from the Head of HR and Finance.

3.10 Disbursement of School Funds on Closure of the School

In the unfortunate event of the permanent closure of International School Rheintal, there will be a mechanism and clear, charitable objective for the distribution of funds remaining in the school's accounts after all creditors have been satisfied. The Board ensures that all members of staff have been correctly and adequately compensated. All creditor claims have been honoured.

The remaining funds are donated to a domestic educational charity with recognized non-profit tax status in accordance with Swiss tax laws (steuerbegünstigte Körperschaften des öffentlichen Rechtes) selected by the Board.

3.11 Disposal of School Property

At appropriate times the Director will dispose of surplus or obsolete equipment, materials and supplies no longer required to accomplish the objectives of the school. The Director is responsible for the disposal of such items after they are assured they are no longer of any use to the school.

4 FACILITIES AND SAFETY

4.1. Facilities

Within given financial and site limitations, International School Rheintal strives to provide the best possible learning and teaching environment meeting health and safety standards as well as the standards resulting from the school's educational philosophy and objectives.

In addition to these standards, building and alteration projects are subject to relevant host country codes, directives of government and education agencies, and also follow the goals of low maintenance and conservative use of materials and energy.

4.2. Facility Use

With the prior permission of the Board, International School Rheintal facilities may be used by members of the ISR and broader community for activities that do not interrupt the school schedule or contradict the mission of ISR. Requests for use should be made in a timely manner. Users of ISR facilities must ensure security and cleanliness of all facilities are maintained. Use of school facilities by religious groups or denominations for non-secular activities is prohibited.

Guidelines for Using ISR Facilities:

Priority Given to International School Rheintal Events

Priority assignment of space and dates is reserved for International School Rheintal activities. Multiple users may be allowed in the building/s simultaneously if the type of activity or space requested can be accommodated; inline with our safeguarding policy. International School Rheintal activities take precedence over all other facility use requests. Therefore, ISR reserves the right to reschedule or relocate the activities of users, even if ISR activities are announced after a requester's space and dates have been approved. If such a change is necessary, users will be notified as soon as possible, at least 24 hours in advance.

Preferred Users

Students, teachers, parents, members of the association, and those providing services/activities to the former are considered preferred users. Private fee paying after school classes, for example language, music, art, or dance instruction provided by an ISR or non-ISR employee to ISR students and the ISR community is currently encouraged with no facilities use charge being assessed. The former also applies to those organising or providing concerts or community service activities.

Other Users

Facility users who provide services for a fee and conduct functions for business purposes not intended to enrich the lives of ISR community members, and/or where the majority of participants are not from the ISR community, may be charged a user fee by the International

School Rheintal to cover the cost of security, maintenance services, and general use of the facility. In the event that additional security or facilities use costs are incurred, an additional fee to cover these costs may be applied.

Prohibited Users

The facilities or grounds of the International School Rheintal may not be used for meetings or by groups whose aim is to further political or religious purposes, illegal activities, or activities that may be deemed harmful to the mission, function, or reputation of ISR.

User Application Procedure

In order for security and maintenance to be arranged, groups or individuals wishing to use a room or portion of the facility should submit a written request to the Head of Operations at least one week in advance. All applications will be reviewed by the Senior Leadership team for appropriateness of use.

Damages

Users are responsible for any damages or claims caused or incurred by their participants. ISR is not responsible for injuries to individuals participating in user group activities.

4.3 Campus Safety

International School Rheintal meets all fire safety regulations set by the Swiss authorities. Fire drills with all students and staff help prevent fire hazards and ensure a safe learning and teaching environment.

ISR publishes detailed evacuation procedures in the staff handbook, which are annually reviewed and in the Health and Safety Policy and Emergency Document. Facility evacuation routes, also subject to annual review / inspection, are posted at key locations on each floor of all ISR facilities for easy reference by all building occupants.

Motion lights and cameras are installed throughout the campus grounds. Footage from the cameras is kept for 2 weeks. The video is only used to monitor incidents that can cause harm.

4.4 Use of School Vehicles

The purchase, maintenance and use of school vehicles is the responsibility of the Business Manager. School employees over the age of 25 holding a valid driver's licence may operate school vehicles upon approval from the Director or the Chair of the Board. Student transportation with school vehicles follows legal requirements. Guidelines for the use of school vehicles by staff will be published in the staff handbook and reviewed annually.

4.5 Use of Personal Vehicles for School Related Activities

In order to ensure that staff working at the International School Rheintal are protected by insurance cover for the use of their vehicle on school related business, the following are intended as clarification:

- 1) If staff plan a school trip involving students, they are covered by insurance as long as the trip is clearly linked to the school's educational programmes.
- 2) Personal vehicles should only be used in exceptional cases. If staff plans a school related trip requiring the transport of students in personal vehicles, the vehicle must have Insassen insurance.

4.6 Distribution of non-School Advertising and Promotional Material

Organisations wishing to publicise events shall contact the Director for approval. Advertising and promotional materials of a commercial, political, or religious nature may not be displayed or distributed in the school or on school grounds, unless with the approval of the Director. Students may not be used to distribute any non-school materials without the approval of the Director.

4.7 Environment, Health and Safety

International School Rheintal is committed to the protection of the environment and the health and safety of all members of the community. The school, therefore, complies with environmental, health, and safety laws and regulations issued by the Swiss authorities.

4.8 Accidents / Emergencies

Procedures for dealing with accidents and/or emergencies on school premises or school related trips are outlined in detail in the staff handbook. The school's Director is responsible for the implementation of and adherence to all respective regulations. School personnel are responsible for the health and safety of all students and employees under their supervision.

The Director, Head of Operations and the Chair of the Board, develop emergency plans and detailed procedures which are published in the staff handbook and/or the Emergency Document. They are responsible for enforcement of and adherence to these procedures. The decision to evacuate a school building is made by the Director or their designee.

4.9 Crisis Management

The school management outlines general Emergency procedures in the Health and Safety Policy, and develops specific crisis plans as required such as, during the COVID pandemic, a Crisis Management Plan covering events such as environmental crises, threats to physical safety, and infectious diseases.

In the event of a crisis situation, ISR will respond in a timely and effective manner so as to ensure safety, provide personal and emotional support to individuals, and communicate appropriate messages to personnel, parents, students, the community, and the media.

4.10 Bad Weather Closure or Early Dismissal

In the event of concerns regarding the weather, the Director will decide on necessary actions to be taken. To close school at the start of the day, the Director will make the decision and communicate it to the Chair of the Board and then implement notification procedures. Guidelines for school closure procedures are detailed in the staff and student/parent handbook.

5 PERSONNEL

5.1 Staffing Philosophy and Goals

The School endeavours to employ dynamic, effective, well-qualified, and efficient staff to carry out a constantly improving educational programme.

The school's specific personnel service goals are to:

- 1) Recruit, select, employ and retain the best qualified personnel available to staff the School;
- 2) Provide equal employment opportunities for all candidates for positions, in accordance with the school's non-discrimination and inclusion policy;
- 3) Develop a quality of human relationships conducive to high levels of staff performance and satisfaction;
- 4) Deploy available staff in such a way as to use them as effectively as possible to achieve the School's stated goals and objectives;
- 5) Develop and manage staff compensation, leave, and benefit programmes in ways that attract and retain qualified employees;
- 6) Manage the development and updating of job descriptions by appropriate administrators;
- 7) Oversee an employee evaluation programme that contributes to the improvement of staff performance and professional development;
- 8) Effectively administer contracts, and personnel policies with the aim of safeguarding good relations between the Board and school employees.

5.2 Equal Opportunities

The International School Rheintal aims to be an Equal Opportunities employer.

The Board and the Director of the International School Rheintal confirm that any and all decisions made regarding personnel assignments, promotions, demotions, transfers, determination of salaries, benefits, and selections for training are made without

discrimination. Individual merit and suitability for the particular job are the only considerations. All applicable Swiss laws are observed.

5.3 Employee Conflict of Interest

Employees are not at any time permitted to engage in any employment or other activity that would in any way conflict or violate their ISR contractual conditions. Employees are not permitted to sell any curriculum materials/equipment to any students or to parents/guardians of a student unless prior approval has been received from the Director. There should be no conflict of interest in the direct supervision and evaluation of employees. No administrator or supervisor shall be responsible for the direct supervision and/or evaluation of a relative. Employees should be aware that accepting gifts, gratuities or favours from students, parents or colleagues may appear to impair their professional judgement. Personal gifts up to CHF30 are acceptable. Gifts of larger amounts should be dealt with by the Director.

5.4 Communicable Diseases

The school has a general policy that employees or students must report to the school the occurrence of all serious communicable diseases that may be transmitted in casual settings. To protect the population of employees and students, people with a communicable disease are required to report that information to the Director immediately so that steps may be taken to prevent transmission and ensure prompt treatment of others who may be affected. The Director will be guided by local Swiss doctors and to the regulations of the Swiss Health system as to what action is taken.

5.5 Employee Attendance on Emergency Closure Days

If school is closed because of severe weather conditions or other emergencies, teaching, administrative and support staff are required to be present unless excused by the Director because circumstances make it impossible for them to attend. For extended periods of closure, teachers should endeavour to provide sufficient materials on-line for students to continue studies.

5.6 Employee Visas and Permits

In order to reside and work legally in Switzerland all non-Swiss citizens must have a valid residence permit. A work permit is required by non-CH citizens. Citizens of the Principality Liechtenstein do not require a work permit.

Employment contracts are only effective on the condition that the employee obtains the necessary visas. The school assists the employee to obtain the necessary visas, residence and work permits at the time of initial application. The school will arrange the renewal of work permits.

The employee's contract with ISR is valid only as long as the employee has the valid visas, residence and work permits. Should any Swiss government supervisory authority refuse the approval of a teacher or instruct termination of a teacher's employment contract, then the

employment shall be considered automatically terminated coinciding with the effectiveness of such action taken on the part of the said Swiss authority.

5.7 Personnel Records

Personal records are stored securely and managed by the HR team inline with the school ICT policy and approach to data protection. After the designated holding times, individual personnel records are securely destroyed.

5.8 Use of Tobacco on School Premises

The Board promotes a tobacco free environment. The school premises are deemed to be a tobacco free area for all staff, students, parents and visitors. Employees must be discreet and take all reasonable efforts to avoid open use of tobacco products where students might observe them. The school will make sure that all who enter the school are aware of the policy of a tobacco free campus. Students are prohibited from smoking on school property, or at any school-sponsored activity. Students failing to adhere to this policy will be subject to school disciplinary action.

5.9 Serving of Alcohol on School Premises

The Board recognises that occasions may occur when it is desirable to permit the serving of alcoholic beverages at special school functions. Permission to serve alcoholic beverages at school functions may be granted by the Director upon formal request. The school bears no liability for any problems ensuing from the use of alcohol.

5.10 Mobbing and Harassment, Bullying, Child Abuse and Neglect

International School Rheintal maintains a zero-tolerance policy towards ethnic, sexual harassment, or mobbing. Our safeguarding and Code of Conduct policies outlines our approach in these areas.

5.10.1 Basic Policy

International School Rheintal (ISR) favours an educational environment free of unlawful discrimination, harassment, abuse and “mobbing” against members of its professionally employed and volunteer staff, ISR staff applicants, student body members, students’ parents and family members, based on their respective races, colors, ancestries, national origins, genders, ages, religious backgrounds, disabilities, political affiliations, and social or professional status.

5.10.2 Legal Obligations

It is considered unconscionable for persons associated with ISR, adults and minors alike, to remain indifferent to allegations of harassment, abuse and mobbing. Members of the ISR staff

are under a professional obligation to bring known allegations of harassment, abuse and mobbing to the attention of the appropriate authority and to ensure such allegations are acted upon in a professional manner whilst the legal rights of victims and the accused remain protected, as outlined in the Whistleblowing Policy. Witnesses to incidents and victims of abusive behaviour are encouraged to approach adults whom they trust to assist them in formalising their official complaints. Members of the ISR staff receiving allegations of abusive behaviour are required to take such matters seriously, and to ensure they are acted upon promptly and with discretion by proper authority. ISR leadership will ensure allegations of abusive behaviour are promptly and discretely investigated, taking care to maintain as great a degree of confidentiality as possible; inline with ISR Policies.

5.11 Use of Privately Owned Automobiles on School Business

The school shall reimburse employees who, under certain circumstances, use their privately-owned vehicles on authorised school business, with prior approval of the Director.

5.12 Performance Development

All employees engage with their own development. An annual review and professional objectives are set inline with their school development plan and personal priorities, as agreed with their line manager. CPD funding is allocated based on these and all of this is documented in the school staff development portal of BlueSky (as listed in the Staff Handbook).

5.13 Teaching Staff Leave

The terms for staff leave are outlined in full in the staff handbook.

6 NEGOTIATIONS

6.1 Negotiating Authorities

The Director and Head of HR and Finance, on behalf of the Board, are delegated to inform staff of salaries, fringe benefits and general working conditions.

6.2 Employee Compensation

The Director and the Head of HR and Finance annually review the salary and compensation of school employees, evaluate positions of responsibility and, where appropriate, make recommendations to the Board.

Salary and benefits package promotes the recruitment and retention of qualified, able and experienced faculty, staff and administrators. Employees are fairly and competitively compensated in relationship to others exercising similar responsibilities in similar sized Swiss international schools. The salary and benefit package structure takes into consideration the long-term financial security of employees. The salary and benefits package structure provides

for and encourages career development. The salary structure provides for the long-term financial health of the school as a continuing institution.

6.4 Benefit Negotiations

The School meets all statutory obligations to support employees in the payment of a fixed percentage of the social and welfare costs. Contributions to the Swiss pension scheme are made by both the employee and employer. Individual arrangements for drawing down on these contributions are the responsibility of the employee.

7 EDUCATION PROGRAMMES

7.1 Curriculum Objectives

The International School Rheintal follows the Programmes of the International Baccalaureate Organisation and embraces the following principles:

- 1) Develop citizens of the world through an understanding of culture, language and learning to live together.
- 1) Build and reinforce students' sense of identity and cultural awareness.
- 2) Foster students' recognition and development of universal human values.
- 3) Stimulate curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning.
- 4) Equip students with the skills to learn and to acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas.
- 5) Provide international content while responding to local requirements and interests.
- 6) Encourage diversity and flexibility in pedagogical approaches.
- 7) Provide appropriate forms of assessment and international benchmarking.

7.2 School Organisation

The structure of International School Rheintal is:

7.2.1 Primary Years Program

Kindergarten 1 to Grade 5 or 6

Note: Students who turn 3 during the school, and are school ready (so toilet trained etc) year may enter the school in Kindergarten 0 but will begin in Kindergarten 1 the following school year, as listed in the Admissions Policy.

7.2.2 Middle Years Programme

Grade 6 or 7 - Grade 10

7.2.3 Diploma Programme

Grade 11 – Grade 12

7.3 Curriculum Development

Curriculum development is an on-going process, given the dynamic and organic nature of the curriculum. It is undertaken by the teaching staff under the leadership of the Director, Heads of School and programme coordinators. Basic to the philosophy of curriculum development and change is the concept that the coordinators are regarded as the educational leaders, educational innovators and supervisors in their respective areas of the School.

The Board is informed of curriculum changes and adjustments when completed within the framework of the School's overall educational philosophy and mission, and the Director may present curriculum information at regular Board meetings. Final approval for changes in the curriculum framework rests with the Board upon the recommendation of the Director, with the advice of the affected coordinators. In developing curriculum, the teaching staff, programme coordinators, Heads of School and Director seek and consider the views of relevant members of the school's community.

7.4 Evaluation of Educational Programme

The educational programmes are dynamic. They are constantly reviewed internally, and their quality is assessed against results obtained from ongoing internal review. Applicable standardised tests, external examinations, integrated internal assessment modules, college acceptances, and student transition to other schools may generate such review data. Regular evaluation of the education programme is the responsibility of the entire staff under the Director, Heads of School and programme coordinators.

7.5 Basic Curriculum Design

The school curriculum conforms to the curriculum frameworks of the International Baccalaureate Organisation (IBO) which are described as:

- 1) International Baccalaureate Primary Years Programme (IB PYP)
- 8) International Baccalaureate Middle Years Programme (IB MYP)
- 9) International Baccalaureate Diploma Years Programme (IB DP)

The School will provide appropriate EAL teaching for students who do not have an adequate working knowledge of English.

7.6 Teaching about Drugs, Alcohol and Tobacco Child Protection (with counsellor)

The Board delegates the responsibility of safeguarding the health, character and personality development of its students to the School Administration. Both the Board and the School Administration recognise that the illegal or inappropriate use of drugs, alcohol or tobacco constitutes a great danger to young people's lives.

Although the principle of trust and confidentiality between students and their teachers is to be treated seriously, at times there are overriding considerations that make it necessary for the school to take action to protect students who place themselves at risk of breaking Swiss laws with incumbent penalties. Therefore, employees will discuss any instances of suspected substance abuse, so that the Heads of School, in consultation with the Director, contact the parents/guardians and take any other action deemed to be in the best interests of the students involved and of the school.

7.7 Programme and Curriculum Documents

The following documents shall be developed under the direction of the Directors and /or the coordinators and published and issued to parents and students as appropriate. They will also be on the school website and MyISR.

- 1) PYP, MYP, and DYP curricula;
- 2) Student/Parent Handbooks including homework, student trips, and IT acceptable use guidelines.

7.8 Curriculum Administration.

Job descriptions for all positions are published in ISR documents in the 'HR Information' folder in ISR Documents.

7.9 Class Size

To underscore the concern for students as individuals, which is inherent in the school's philosophy, the school will do all in its powers to maintain a student/teacher ratio that best serves the educational and safety needs of students and is financially responsible.

Parents and staff are expected to understand the complexities underlying target figures: The needs of a changing student population, the exigencies of a total school programme, and all the uncertainties inherent in the operation of a private, international school. These complexities are largely the reasons class size target figures may vary from one class to another.

In KG we work to a ratio of 1:10 adult to student ratio. For every 20 students, there should be 1 teacher. Throughout the rest of the school we look to maintain strong numbers, whilst not

having too many students in any specific grade or combined grade. Ordinarily, we do not exceed 25 students in a class.

7.10 Student Assessment

The school has comprehensive assessment policies that are regularly reviewed and published in the Staff Handbook. These reflect the structure and philosophy of the IBO programmes and the mission of the school. The purpose of the assessment is to evaluate the effectiveness of teaching and learning and to inform parents or successive schools, whilst also using data to inform planning for teaching and learning.

7.11 Reporting

Formal reports are given at all grade levels twice a year at the end of each semester. Parent-Teacher conferences are held in the middle of each semester. Parts of these conferences will be student-led conferences.

8 STUDENTS

Refer also to the current Student Handbook.

8.1 Admission and Placement

8.1.1 Admission Philosophy

The International School Rheintal has an open admissions policy, and considers each application on its individual merit. The school's objective is to ascertain that the prospective student benefits from its full range of programmes, is sympathetic to its aims, and positively contributes to the life of the school.

8.1.2 Admission Process

Admissions Policy (Reviewed June 2020)

Application is possible all year round, providing places are available. Interested parents and families are invited to visit the school. The school welcomes applications from all students regardless of race, religion, language background or country of origin. A student's application will be accepted for admission or re-enrolment unless there is reason to believe that admission is not in the best interests of the applicant or the school.

The school provides English as an Additional Language (EAL) support for students who have little or no English knowledge. Students with no English language skills are accepted throughout the Primary and Middle Schools and will be supported through our EAL programme. Students entering Grade 11 to take the IB Diploma must be proficient in English.

This will be assessed by the IB Coordinator and the English teachers based on the student's ability to write in English, and after personal interaction with the student.

Additional costs may be incurred if a student is admitted with little or no English and, if required, intensive EAL support is given. The student may also be asked to take a suitable intensive English course outside school hours if this is considered necessary.

English language proficiency will not decide grade placement and students will not be placed at a lower grade level because of lack of English skills.

ISR requests reports from previous schools, and, if further information is required, will contact the former teachers of the child to obtain information about the incoming student and to request medical records for students with special education needs. In line with our approach to safeguarding we also request information regarding safeguarding in the student referral form that is shared with the previous school. Parents must advise the school of any known learning or physical disability. This information is very important in order for the school to provide the correct support as soon as the child begins at the school. ISR has the right to refuse admission if after careful evaluation of the child's needs are beyond what the school can provide. ISR has very limited staff, resources and facilities and therefore, will not be able to accommodate students who have severe learning and physical disabilities. Parents may be asked to provide additional support at their own cost when this is deemed necessary in order for the child to make satisfactory progress.

Where a waiting list exists, priority for admission will be given to international students coming from outside the region.

Students are eligible to enter Kindergarten 1 if they are 3 years of age, but will be accepted as a Kindergarten 0 student when turning three during the school year. Students can enter Kindergarten 2 if they are 4 years of age before August 31 of that school year. Students for other grade levels are placed in grades on the basis of age. However, in exceptional circumstances, factors such as previous records, academic history, measured aptitude and achievement, physical and emotional development and other relevant details are also considered. Students whose birthday falls between September 1 and October 15 may be considered for entry into the next grade level. However, the school reserves the right to decline this. The final decision for grade placement rests with the Director. A six-week trial period in the class, to which the student is assigned, is mandatory. In some circumstances a conditional acceptance may be offered.

The School reserves the right to deny admission or re-enrolment to any applicant if, in its opinion, there were reasons to believe that admission or re-enrolment would not be in the best interest of the applicant or the school.

An application is usually preceded by a visit to the school and a meeting with the Director. Where possible, prospective students are encouraged to visit classes prior to coming to the

school. Testing may be done upon or prior to admission to give the school an idea of the students' academic skills and set up support when needed.

Prospective applicants must provide the following documentation:

- Completed Application Form
- Completed Health Record Form
- A copy of the child's passport
- Recent reports from the child's previous school – translated into English
- 1 passport-size photograph of the child
- A signed financial regulations form.

A registration fee must be submitted with the application form, otherwise the application will not be processed. A re-registration form with a registration fee must be submitted each year.

8.1.3 Availability of Places

Places will be given with priority taking into consideration the following:

- 1) Returning students who have paid the registration fee. (up to the published school closing date)
- 2) New applicants who are siblings of students already enrolled, and who have paid the registration fee or children of staff, who further the school's mission.
- 3) New applicants whose parents are employed by a main sponsor.
- 4) New applicants who have no local educational alternatives in their first language, who further the school's mission, and who have paid the registration fee.
- 5) All other applicants who have paid the registration fee.

8.1.4 Admission of Students with Specific Education Needs or Disabilities

Parents of students whose primary identified need is academic learning should indicate the nature of the need on the application form and enclose all assessments, Individual Educational Plans (IEP), and any other documentation deemed evaluative to the application process. The Director, the Learning Support Coordinator and the appropriate Head of School will determine whether acceptance of the student is advisable or if the student's needs exceed the functional ability of the regular educational programme.

8.2 Parent/Guardian Responsibilities

Students must live with a Parent/Guardian while in attendance at the school. It is the responsibility of the Parent/Guardian to provide the school with sufficient up-to-date contact details, allowing timely contact in case of emergency.

8.3 Student Attendance

Students who are absent from school will be excused only in the following circumstances:

- 1) Personal illness.
- 2) Illness of a member of the family which requires that the student be away.
- 3) Participation in authorised school or sports trips.
- 4) Family emergencies or occasional medical appointments which cannot be made outside school hours.
- 5) Important family events (excluding extended holidays)
- 6) Religious holidays or religious lessons (e.g. for confirmation).

If an absence is officially excused, affected students may solicit their teachers' assistance to complete any missed assignments.

In order to ensure that students maximise learning opportunities, students can normally not miss more than 20 days in a school year in order to receive academic credit. Students who are ill or absent for official sporting events may complete missed assignments with tutorial assistance and may receive credit if they complete the work successfully. Where a student attends more than one school during the year, details of attendance must be provided to the Director.

8.4 Student Rights and Responsibilities

Student Conduct and Discipline - Philosophy

International School Rheintal holds moral development, integrity and achievement in the highest of its ideals and respects the ideas, work and property of others. The school is committed to fostering the ideal of integrity, dedicated to the teaching and promoting of honour and trust.

Students are required to abide by the ISR Code of Conduct and the Code of Conduct Policy outlines our full approach in this area.