
SENDELTA INTERNATIONAL ACADEMY SHENZHEN

GOVERNANCE & POLICY MANUAL

April 2021



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Guiding Policy Statements

Mission Statement

To become a better self, to build a better world.

Each student is unique with their own natural interests and talents and it is our responsibility to help them discover and cultivate these traits. Our curriculum which is multifaceted educates the whole person (mind, body, and soul). All students are encouraged to study a wide variety of subjects including science, math, social sciences, literature, and the arts. And the rigorous academic study is supplemented with ample time spent on extracurricular activities that focus on social interaction, community service, physical activity, leadership, and creativity. By providing this complete education to our students, we nurture students' innate potential and give them the inner motivation to better themselves. By educating the whole person (mind, body, and soul), we also endow these high-performing individuals with selflessness and empathy. Together these results translate into future citizens of the world who are not only able to contribute more to society, but who are also eager and willing to do so.

Vision Statement

Be a leading international school.

Sendelta teaches thought, not content. We help students see themselves in terms of their historical context, family legacy, social environment, and global interconnectedness. We cultivate students who have a personal and specific hope for the future that they can articulate and believe in and share with others. We understand the relationship between curiosity, inquiry, continual personal growth and fostering lasting change in human society. We provide them with the essential skills necessary to succeed: independent and critical thinking, leadership, creativity, cooperation, communication, and social responsibility. We value our teachers and administrators and parents as agents of student success. We ensure that every student studies a broad array of challenging subjects, both those they like and naturally excel at as well as those they may struggle with or not initially be interested in. We encourage all students to supplement their core academic work with a variety of extracurricular activities (physical, academic, artistic, and charitable) both at school and off campus. While we work to familiarize our students with the major elements of American and broader Western culture, we ensure that our students remain as in touch with the rich traditions of their own heritage as their local peers. Beyond cultivating new generations of smart and talented young adults, we work hard to ensure that our graduates are compassionate, thoughtful, and internationally minded global citizens. Our graduates are not only aware of the problems and challenges faced by societies near and far but are also eager and able to use their natural interests and skills to help find solutions that make the world a better place for all.

Values Statement

Empowerment Fulfillment Discernment Commitment

The essence of our vision and mission is captured by our values:

Empowerment: We empower our students with the knowledge and skills to succeed in whichever the path they choose to take after graduation. Gaining admission to universities of their choices is just the first step of a successful career ahead of them. Those knowledge and skills will also help them complete their courses and thrive in their chosen career.

Fulfillment: We guide our students toward positive fulfillment and let students experience both joy and satisfaction in their studies. They will look ahead in their life with optimism, positive expectation, and anticipation of accomplishment. We lift our students' horizons by helping them appreciate the wonder around them. They will have a sense that they are connected to something, or someone, bigger than themselves.

Discernment: We need to start preparing our children to face what's going on in the world. Helping them develop their discernment antennae will enable them to make good decisions. Asking questions causes them to activate their internal filters and be intentional in what they accept or reject. Their worldview is the filter through which they will discern truth. We let our students know that there are always people they can turn to for help or support when they are overwhelmed.

Commitment: Our commitment is not only to our students to provide them with the best education possible, but also to our community and the world to cultivate the next generation of responsible global citizens.

Schoolwide Learning Outcomes

1. Students will demonstrate the ability to apply critical reasoning to contemporary cultural, social, environmental and economic issues globally

- Students obtain satisfactory results (Pass or above) in a wide range of humanity subjects, such as languages, social studies and economics
- Students can raise questions in regard to these issues clearly and concisely so as to be easily understood by others
- Students can find useful information with which to support their views
- Students are willing to communicate with people who hold different views from theirs

2. Students will be able to apply a wide range of knowledge and skills to exploring new concepts

- Students obtain satisfactory results (Pass or above) in a combination of subjects, including first and second languages, mathematics, natural sciences, the social sciences and humanities, art and music and physical education, that are specified by the graduation requirements
- Students are willing to use different methods to solve problems

- Students are willing to engage in trial and error
3. Students will be able to articulate their arguments in both English and Chinese
- Students obtain satisfactory results (Pass or above) in all English and Chinese subjects
 - Students meet specified standards in the internationally recognized English tests which are required by their chosen universities
 - Students will be able to understand texts in various subjects and present academic work in both English and Chinese
4. Students will demonstrate the ability to evaluate, integrate, and apply appropriate information from various sources in order to create cohesive and persuasive arguments
- - Students can identify and look for synonyms, themes or key words that can be used to find information on a topic
 - Students know how to search for information through various means (e.g. electronic media, images, audio and video, books, articles, journals and others).
 - Students are able to select useful information and arrange it to support their arguments
5. Students will demonstrate the ability to apply basic research methods, including data analysis and interpretation
- Students will be able to gather information and data through a literature review
 - Students will be able to design a simple survey and analyse the survey results
 - Students will be able to use data to produce research results
6. Students will be able to identify problems, evaluate problem-solving strategies, and develop solutions both individually and collaboratively
- Students will be able to simplify a problem by breaking down a complex problem into several simple problems by asking a series of questions
 - For a given set of problem-solving strategies, students can choose an appropriate strategy for the specified problem
 - Students are willing to communicate and work with their peers throughout the process of solving a problem

Review of Guiding Statements

Guiding statements are reviewed every five years by the Governance Board, which submits recommendations for amendments to the wording of the statements to the Board of Directors for approval. Feedback questionnaires annually measure community support for guiding statements and success in their achievement.

Management and Governance

Management Philosophy

All decisions made by Sendelta's management are made under the consideration of the principles listed below, which Sendelta rules and procedures are guided by.

Guiding Policy Statements: all of Sendelta's policy and procedure decisions should mainly be guided by Sendelta 's statements of principle as well as by Sendelta students' welfare, security, health, and education.

Transparency: This manual outlines guidelines that are written down and serve as the basis for procedures, rules, and policies. The specified regulation will serve as the basis on which a procedure is enacted. Meeting minutes can be reviewed by any community member. All community members shall be informed of any decision made at Board meetings. Key decisions and information must typically be conveyed through at least three channels, such as an announcement, e-mail, or CMS document.

Accountability: The relevant committee or person responsible for implementing, planning, and reviewing specific tasks or assignments will be indicated by clearly defined job descriptions. How effective a part is can be decided based on specific criteria that are written down and that outline the relevant procedures necessary for ascertaining this efficacy, as well as by a resulting written report.

Consultation: All members of the community are consulted by Sendelta before any policy is created or procedure is introduced. Such consultation can occur via surveys, working groups focused on a particular problem, conferences with management, in-person statements, written reports by relevant individuals or groups, or another method that is appropriate.

Ethical Environment: Sendelta dedicates itself to ethically dealing with all members of the community, and will not encourage or permit any practice, policy, or circumstance that leads to unjust treatment for any member, whether through action or the lack thereof.

Good Judgement: There should be an attempt to practice sustainability with regards to resources, avoiding needless waste, and practicing cost effectiveness.

Legal Requirements: No practice or policy that breaches Chinese law is advocated or authorized by Sendelta.

The Governance Board

Sendelta Education Development, LTD entirely owns Sendelta, which is a proprietary school.

Members: The Chairman of the parent company of Sendelta, the Academic Chair and other senior individuals from the parent company of Sendelta make up the Governance Board of Sendelta. The Principal will join in on meetings of the Board as an *ex-officio* member.

Duties: The Governance Board is charged with the duties outlined below:

1. Deciding on Sendelta's vision
2. Establishing objectives for Sendelta's future development.
3. Selecting a Principal
4. Evaluating, in the form of a report each year, the Principal
5. Guaranteeing the school's financial well-being
6. Authorizing the budget for each year
7. Reassessing and deciding on the school's tuition each year
8. Serving as the final arbiter in any decision that affects Sendelta
9. Functioning as a signatory for any legal agreement relating to Sendelta

These duties will be performed in accordance with the statements of principle of the school and Sendelta's Management Philosophy.

Procedures: The Governance Board will organize three meetings each academic year, in October, December, and April. The Chairman of the Board will conduct the meetings. Topics for discussion can be proposed by Governance Board members and the Principal. Meeting minutes will be made available so that each member of Sendelta's community may have access to them.

The Principal

Appointment: The Governance Board designates the individual who will serve as Principal.

Responsibilities: The Principal is tasked with carrying out the organization's development objectives in accordance with Sendelta's statements of principle and as outlined by the Governance Board. Furthermore, the Principal is:

10. Each school staff member's ultimate line manager
11. Responsible for welfare and security of each student and employee while on campus, on field trips, or in dormitories
12. Tasked with all hiring, promotion, and dismissal decisions for staff members
13. Responsible for all Sendelta operational decisions
14. In charge of the school's budget, and how it is used
15. In charge of carrying out all decisions and policies dealing with school operations and functions
16. An ex officio member at Governance Board
17. The representative of Sendelta in its interactions with external groups

Principal's Appraisal:

Assessment

The Principal shall produce a written **Annual Report** for the Governance Board, in which the school's past year performance shall be described, including the following:

1. Progress Made Towards Development Goals
2. An Analysis of Outcomes and College Admissions Results
3. Review of the Curriculum
4. Review of Health, Safety, and Finances
5. Long-term Plan for Professional Development

6. Review of Pastoral Care and Boarding

The Governance Board shall, via interviewing witnesses directly and surveys, attempt to collect more information and conduct a formal evaluation with the Head of Academics. The results of the Principal's evaluation shall consist of a formal report which anyone may have access to.

Standards

Development Objectives: The degree to which the development plan's aims have been carried out successfully.

- Guiding Statement Adherence: The degree to which steps have been taken to assist with fulfilling the spirit of Sendelta's guiding statements.
- Criteria for Outside Evaluation: How well the school does in terms of inspections, college admissions, and outside testing.
- Financial Prudence: The degree to which budgets were adhered to and practical.
- Input from the Community: Gathered via surveys of students, parents, alumni, members of the staff, and others.

Indicators

Standard	Outstanding	Good	Satisfactory	Unsatisfactory
1	Principal exceeds the expected progress towards the implementation of development goals; all implementation is successfully carried out	Principal achieves the expected progress towards the implementation of development goals; all implementation is carried out with very few problems	Principal achieves close to the expected progress towards implementation of development goals; all implementation is carried out with few problems	Principal fails to achieve the expected progress towards the implementation of development goals; there are many problems with the implementation
2	All actions taken are per the guiding statements and management principles of the school and act to further the mission	Almost all actions are taken which are per the guiding statements and management principles of the school and act so as to further the mission	On the wholes, actions taken are per the guiding statements and management principles of the school	Numerous actions are taken which are in opposition to the guiding statements and management principles of the school
3	spending stayed within budget, excellent value for money obtained, valuable savings made	Spending stayed within budget, good value for money obtained, some savings made	Spending stayed mostly within budget, adequate value for money obtained, a few savings made	Spending greatly exceeded budget, poor value for money obtained, few worthwhile savings made
4	Excellent performance on all external measures	Positive performance on all external measures	On balance, a positive performance on external measures	On balance, a negative performance on external measures
5	Excellent feedback in all sectors of the school community	Positive feedback in all sectors of the school community	On balance, positive feedback across all sectors of the school community	On balance, negative feedback across all sectors of the school community

The Staff Council

The Staff Council is a group of staff members, all of whom are elected. The purpose of the Council is to convey the views of the staff, as well as their input and feedback, to the Governance Board and management of Sendelta. This Council lacks decision-making power, except when it comes to staff club decisions, as well as the staff club budget. However, it may provide guidance and suggestions on all topics.

Mission: The Staff Council shall support the morale of staff by keeping open good, reliable, and secure communication among school staff members, the Governance Board, and the management of Sendelta.

Composition: Council members serve for regular terms that last one year. The council will consist of 5 members, namely:

- Elected chair of the Staff Council
- Elected foreign staff member representative
- Elected local faculty representative
- Elected local administrative staff member representative
- Elected new staff member representative

Duties

- Meeting with members of the staff and receiving input on problems affecting them that usual communication channels do not adequately address, or problems in which it is unclear what the appropriate channel may be
- Meeting with and giving suggestions to the Principal
- Being in charge of activities for the Staff Club
- Regulating the budget of the Staff Club

Procedures

- Meetings with the Principal: Each month, meetings between the Council and the Principal are to be scheduled and published on the calendar.
- Agenda: The agenda will be drawn up by the Secretary. Only board members may add agenda items for submission, but they can submit agenda items on others' behalf if they so choose to. Two weeks prior to each meeting, the agenda will open, and it will remain open until 2 days before the meeting begins. The agenda must be passed around to each member at least 24 hours prior to the commencement of the meeting.
- Minutes: Meeting minutes have to be completed before one week has elapsed since the end of the meeting. Before they are fully released, a draft of the minutes will be provided to each member for modification. They should be distributed to all staff once this process has been completed.

Election

Staff Council members will be elected each year in May. Any member of the staff who wishes to run for a position must be nominated to the Principal, either in writing or email by another member of the staff. 72 hours prior to the date of the election, nominations will end. Each nominee shall have their name put on the ballot, and the election will occur during a Staff Briefing by means of the Single Transferable Vote system. The Principal shall be tasked with counting the votes while being observed by the outgoing Staff Representative, as long as

the latter is not currently running for reelection. Two votes will take place, with the first serving the purpose of electing the Council Chairperson and the second serving to elect the other representatives.

Only new staff members can vote in or run for the election of the fifth member, whose purpose is to represent new staff members and is chosen via one vote during August, before week 0.

Parents Council

The Parents Council is the body within the school's government that represents Sendelta's community of parents. The Vice-Principal for Student Life will oversee the Parents Council. Any modifications to the rules laid out here must be first accepted by a two-thirds majority of the Parents Council Committee, followed by the Principal and Governance Board.

Mission: The Parents Council is tasked with assisting Sendelta's staff and management with making progress towards the school's goals as well as with providing all students with an excellent education. The Council furthermore gives parents a method through which to voice their opinions and give feedback to the school's management.

Composition: Each parent of a Sendelta student automatically becomes a member of the Parents Council.

Parents Council Panel: The Parents Council will be represented by a panel of 8 members, including one representative for each grade from 7-12, as well as 4 additional officers from any grade, who will serve as Chairperson, Vice-Chairperson, Secretary and Treasurer. The Vice Principal for Student Life will represent, in an *ex officio* role, the school on the Parent's Committee. Below are outlined the responsibilities of those occupying these positions:

- **Chairperson** – is tasked with the following duties:
 - Heading the Parents Council and overseeing all management and activities at Sendelta
 - Making sure that all Committee activities are carried out in a just and ethical manner that is in accordance with with the guiding statements and management philosophy of Sendelta
 - Assigning tasks and, wherever needed, forming sub-committees
 - Calling and running meetings, which also includes extraordinary meetings
 - Serving as the official Committee spokesperson
 -
- **Vice-Chairperson** – The Vice-Chairperson carries out the roles and duties of the Chairperson if the latter is not able to perform his or her duties

- **Treasurer** – is tasked with the duties below:
 - watching over the Parents Council’s funds
 - maintaining a record of account balances and transactions that is accurate
 - readying and filing the last year’s audited accounts at the Annual General Meeting (AGM)
 - submitting next year’s budget during the AGM
- **Secretary** – is tasked with ensuring the integrity and distribution of any documents issued by the Committee. Examples of such documents are:
 - Committee meeting agendas
 - Committee meeting minutes
 - Submissions for Sendelta’s newsletter by the Parents Association

It is during the AGM that Committee members will be elected. Each term will last a year, and members are allowed to serve three terms at most. Parents seeking to have their name on the ballot will need two nominations, and election will be conducted by means of the Single Transferable Vote system. The Vice Principal for Student Life shall be tasked with counting the votes while being observed by a representative from the Governance Board as well as by an outgoing committee member. All parents shall be made aware of the number of votes cast throughout all the rounds of counting.

Responsibilities: The Parents Council Committee is tasked with assisting Sendelta in providing the best environment for enhancing a student’s welfare and education. In particular:

1. Urging parents to play an active role in their child’s learning
2. Cultivating a healthy relationship between the parents, staff, students, and other Sendelta community members
3. Planning ways to enrich students’ learning beyond the schools’ curricular and co-curricular events and activities, such as work opportunities and placements
4. Arranging for activities to be held that improve the community atmosphere
5. Aiding students with fundraising for certain initiatives
6. Determining the optimal distribution of funds that have been raised
7. Conveying the opinions of parents to the management and Board
8. Developing connections to the local and national community in order to enrich the school’s programs and student learning

Procedures

- **Annual General Meeting:** The AGM will occur during the final week of April every year. The purpose of the AGM is:
 - Electing next year’s committee
 - Accepting the current academic year’s audited accounts
 - Choosing next year’s most important organizational goals

- **Meetings:** Regular meetings will occur at least two times each semester. The Chairperson may call an extraordinary meeting as long as he or she has given notice of at least 48 hours. At least five members must be in attendance.
- **Agenda:** The agenda will be put together by the Secretary. Members may only submit topics for inclusion into the agenda. Two weeks prior to each meeting, the agenda will open, and it will remain open until 2 days before the meeting begins. The agenda must be passed around to each member at least 24 hours prior to the commencement of the meeting
- **Making Resolutions:** Resolutions shall be made through consensus or, in the event of there being opposition, via popular vote
- **Minutes:** Meeting minutes shall be published before one week has elapsed since the end of the meeting. Before they are fully released, a draft of the minutes will be provided to each member for modification. They should be distributed to all community members once this process has been completed
- **Yearly report:** Each year, a report on Parents Council activities shall be given to the Governance Board by April's end

Senior Leadership Team (SLT)

SLT meetings will occur weekly. The committee serves as the primary place where strategic planning, decision-making, and communication between Sendelta's various sections take place. The SLT is made up of the Principal, Vice Principals, Assistant Principal, School Secretary, and any other staff member that the Principal considers necessary in the situation. The Principal, Vice Principals and Assistant Principal have sole voting powers in each decision that the SLT finalizes.

Academic Management Committee

Academic Management meetings shall occur two times a month. Academic Management meetings serve as the primary place where academic procedures are proposed and discussed; plans for their implementation are also made there. Committee members can put topics on the agenda until 24 hours before meetings commence. Decisions are made through consensus or, if needed, via popular vote. The Academic Management committee will be made up of HODs, the Assistant Principal, and the Vice-Principal for Academic Affairs (Chair).

Pastoral Management Committee

Pastoral Management meetings shall occur one time per month. The Pastoral Management Committee serves as the primary place where simple procedures are proposed and their implementation is planned. It can also be a place for students to discuss their particular pastoral problems. Agenda topics can be added by committee members until 24 hours before meetings commence. Decisions are made through consensus or, if needed, via

popular vote. The Pastoral Committee will be made up of the Director of Student Affairs (Chair), Assistant Principal, Student Life Vice Principal, the College Counseling Office Head, and Grades 7-12 Directors.

Policy on Decision-Making

Sendelta's decisions are made via an office and manager-based hierarchical structure, in which each component is charged with overseeing one or several particular areas. Furthermore, international norms guide Sendelta's decision-making, which is also carried out in line with the school's guiding statements and with the management philosophy, as this manual has outlined.

A vital component of Sendelta's decision-making process is consultation. The rules below should be abided by:

- Any modification of a procedure or policy should be proposed through appropriate channels, and officially opened up for feedback to all stakeholders at a minimum of one month prior to its being enacted.
- A minimum of one meeting shall take place to review any input provided by other parties on a proposal
- Committee members who represent a particular subset of stakeholders shall make sure that they make available a copy of the agenda to those stakeholders, and provide their views on the topic as needed.
- Once the meeting is over, committee members who represent a particular subset of stakeholders shall give their recorded input to the stakeholders in question.

The Consultation Process

The process below must be adhered to when there are major modifications made to any procedure or policy:

- A preliminary proposal prepared and delivered to SLT
- The preliminary proposal discussed by SLT and approved for additional review
- The preliminary proposal distributed among the stakeholders concerned
- The proposal discussed during the next committee meeting and adjustments suggested
- Second preliminary proposal drafted and distributed to each stakeholder
- Second round of input gathered from stakeholders
- In committee, the last discussion of the preliminary policy
- Drafting of the final version of the policy or procedure
- Approval by SLT and, depending on the situation, the Governance Board
- Publishing of the procedure or policy

In the event that immediate emergency protocols are necessary, it is possible to institute a *pro term* policy that can be agreed to after the fact.

Mechanisms for Consultation

The **Academic Management Meeting** and **Pastoral Committee Meeting** are the primary forums for making decisions about and talking about problems that may arise with the school's academic and pastoral divisions. Departmental meetings make it possible for information and dialogue to be transmitted throughout the management structure.

Feedback Surveys are delivered each year to students, parents, staff members, and each member of the school community, problem areas are recognized, and analysis provides a means to assess improvements based on a well-defined and known metric.

Working Groups are set up on an *ad hoc* basis to address a diverse array of issues. Membership is usually unrestricted and depends on one's desire to be a volunteer

Emails that request suggestions and advice are sent on an *ad hoc* basis.

Student Union is a consultative body for students in which concerns that students bring up are written down and handled

Parents Council is a consultative body for parents in which concerns that students bring up are written down and handled

Employment Policies and Practices

Policy on Staff Recruitment

Sendelta's main goal in staff recruitment is to attract staff members who possess excellent experience and academic credentials, as well as characteristics and abilities that are well-matched to the position, while simultaneously committing itself to not discriminating on the basis of traits that are irrelevant to the position, such as race, religion, sexual orientation, gender, age, and marital status. Each member of the staff that is employed shall satisfy the minimum requirements of, for instructors, possessing a bachelor's degree, as well as appropriate teaching credentials. Additionally, sufficient references should also be submitted by the job seeker, and it is best that they come from the Principal or Departmental Head at the applicant's current school. Furthermore, a health examination and criminal records check by an appropriate authority is required. Sendelta is obliged to act in accordance with employment law in China. The Foreign Experts Bureau must deem each foreign staff member suitable for the job, and the Immigration Bureau must deem each staff member eligible for a visa.

Policy on Performance Evaluation

The key to strong performance management and development of the staff is performance evaluation. An evaluation is a vital way for assisting members of the staff in recognizing the ways in which their job bolsters the ability of the school and its departments to fulfil their mission and achieve their goals. A well-developed evaluation process will allow each individual and the school overall to see a clear path forward towards attaining their respective objectives and achieving success. It also is key to recognizing various requirements in terms of training, career, and development, and making sure that each person's participation is acknowledged and taken into account. Furthermore, performance can be assessed by staff members and managers during the evaluation meeting, which also establishes a way for useful input to be provided and received. Usually, performance evaluation will concentrate on a certain set of topics, such as the accomplishment and progress made by staff members. Infrequently, however, there may be cases where performance is below expectations and does not meet the standards set by the school. During such times, the remediation process (Section 3.3.) will come into play. An evaluation meeting will not usually be the forum in which disciplinary or performance-related concerns are first brought up.

Principles:

- Evaluation includes a self-evaluation, the establishing of targets and goals, as well as a checklist of work responsibilities and description of the job for each staff member
- Evaluation also includes input from students and observation of in-class instruction for teachers

- Actual goals that are measurable should be set, and the degree to which they have been met shall be judged during the next evaluation period
- Staff line managers will conduct evaluations

Procedures for Performance Evaluation

Tasks

Staff members shall be evaluated annually through a process that will consist of two stages and various steps in both the first and second semesters. The evaluation will be conducted by the respective line manager, and will take place via the following steps:

For every staff member:

- Ensuring that professional responsibilities are being fulfilled (only during the 1st semester)
- Assessing the extent to which objectives for the current academic year have been met, and establishing objectives for the next year (only during the 2nd semester)
- An interview takes place in which the staff member can describe their work objectives, convey their thoughts to management, and assess their progress in their work as part of continual professional development. (2nd semester)

Further steps reserved only for teachers:

- HOD will conduct, at a minimum, one observation of a lesson (1st semester only)
- HOD will conduct routine assessments of books and records (continuing)
- The results from student input will be assessed in conjunction with additional information sources (only during the 1st semester)
- There will be observation of newly-hired staff members in their first two months on the job, and a check of work responsibilities shall be conducted

All evaluations must be put in writing and delivered to the appropriate SLT member according to calendar deadlines.

Assessment

Teachers and line managers will together talk about the 1T and 2T standards in the evaluation interview, evidence should be shown, and the discussion should result in a negotiated rating. The appropriate senior management individuals shall, via recorded data, give a rating for the 3T, 4T, and 5T standards. Whenever it is asked for, this information must be available for examination.

In the event that a member of the staff is not working to a high enough standard to meet the Satisfactory level and risks being deemed Unsatisfactory in their evaluation, their line manager shall discuss the issue with the member in question along with senior management in order to create a regularly-scheduled program for remediation that will give the member enough time to achieve the necessary standard. This remediation program will include the things that need to be done by the teacher in question in order to attain a

rating of Satisfactory, as well as a clear schedule and a description of the results that are required.

The same process shall take place with administrative and managerial staff members using the appropriate standards.

Defining the Ratings

- **Outstanding:** Staff member has fulfilled their usual responsibilities with such a high level of quality that they have, to a significant extent, exceeded what is expected for this standard.
- **Excellent:** The staff member fulfilled their usual responsibilities with a high level of quality in terms of this standard, without needing to be helped, reminded, or going through remediation.
- **Satisfactory:** The staff member has satisfied the requirements of the standard. They may need to be helped, reminded, or go through remediation to satisfy the standard.
- **Unsatisfactory:** The staff member does not satisfy the primary requirements of the standard, despite having been helped, reminded, and gone through remediation.

Rewards and Penalties

A financial bonus will be awarded to members of the staff who manage to attain, in multiple categories, outstanding ratings. Furthermore, they will have become eligible to be given the award for outstanding staff member. If, during the academic year, the staff member has faced any disciplinary action, he or she will be ineligible for a bonus of this kind.

A rating of Unsatisfactory represents a performance that is considered below the standards of the school. If a staff member is deemed Unsatisfactory in the 1T or 1A standards, even after there has been remediation, that member shall be dismissed or will not have their contract renewed. In terms of the other standards, there are several disciplinary measures available to the school; these include pay freezes and a denial of gratuity, but, based on how many Unsatisfactory ratings there have been, can also include actions such as dismissal or not having a contract renewed.

Appeals

Staff members shall, as part of the evaluation procedure, provide evidence of them having satisfied certain standards and negotiate a rating together with their line manager. If a member is still unhappy with their rating even after this process, they are allowed to put forward an appeals inquiry to their line manager's line manager - for example, if their line manager is the Departmental Head, they can submit the appeal to the Vice Principal - who will then bring up the problem during the line manager's (for example, HOD's) evaluation. Once this evaluation has been concluded, there shall be feedback provided that specifies whether or not there has been a change in the rating, as well as the accompanying reasons.

In terms of the 3T and 4T ratings that senior management gives, a member of the staff can, via their line manager, bring up any concerns they may have with the information used to

establish a given rating. The line manager shall bring up the concern with the relevant SLT member, who shall give feedback that specifies whether or not there has been a change in the rating, as well as the accompanying reasons and evidence.

A staff member can utilize the grievance procedure if they still feel like they have not been dealt with fairly during the evaluation process.

Standards of Performance

The school's expectations for a staff member's performance in their work are laid out in the performance standards. T standards will be used by teachers; M standards by managers; A standards by Administrative Staff; and F standards by form teachers. Those managers who have additional roles, such as Teaching Department Heads, will also be given feedback based on the other standards, but this will not represent the core of their evaluation.

Teaching Staff Standards

- 1. Teaching and Learning:** A teacher's organization, instruction, analysis, classroom management, and documenting are done in accordance with the Good Practice Guidelines and other sections of the Staff Handbook. The standard incorporates other components, including HOD feedback, observations of classes by SLT, input from students, and how well students do on tests.
- 2. Departmental Contribution:** The staff member assists with Departmental Work Schemes and test planning, executes assigned tasks on time, plays an important role in meetings dealing with professional development and various departments, and volunteers to take on additional duties.
- 3. Pastoral and Extracurricular Involvement:** The staff member utilizes the pastoral systems, including attendance and referral comments, to ensure that parents are informed. The member upholds the school's disciplinary policies, handles disciplinary issues properly, and carries out an active ECA.
- 4. Contribution to School Life:** The staff member serves as a volunteer to help with student-run activities after school at least twice a year and, on weekends, assists with student events and student recruitment at least one time during the year. This is in addition to any such activities stipulated by their contract. The staff member represents the school well and takes actions that promote the school's mission and success.

Descriptors for Teaching Staff

Standard	Outstanding	Good	Satisfactory	Unsatisfactory
1T	<ul style="list-style-type: none"> • Teacher achieves outstanding results with their classes attributable to the teaching. • Planning, delivery, and a variety of activities make for excellent lessons. • A teacher is highly proficient at classroom management and has an excellent rapport with students 	<ul style="list-style-type: none"> • Lessons are well planned and delivered and include an excellent variety of activities. • A teacher has no problems with classroom management and has a positive relationship with students. • Work is regularly marked, giving students formative feedback. • Staff member rarely misses deadlines. • The teacher maintains academic records well. 	<ul style="list-style-type: none"> • The results are acceptable. • Lessons are appropriately planned and delivered with a variety of activities. • A teacher may experience some problems but manages behavior at an adequate level to allow learning. • Work is marked, and homework is set regularly. • A teacher may miss deadlines. • The teacher maintains academic records after reminders. 	<ul style="list-style-type: none"> • Poor results are attributable to teaching. No variety of activities in the lesson. Insufficient planning. Portions of the syllabus are not covered — inadequate subject knowledge. Teacher's poor classroom management adversely affects student learning. A teacher does not mark work or set homework regularly. • The teacher repeatedly misses deadlines and does not respond to warnings. • Teacher fails to maintain academic records even with reminders.
2T	<ul style="list-style-type: none"> • Many new resources are prepared and shared with colleagues. • Teacher volunteers to take on many additional tasks. • The teacher devises new and practical projects and programs to promote the student's interest in the subject. • The teacher presents a developmental CPD session beyond feedback on other training and completes 30 hours or more of CPD in total. 	<ul style="list-style-type: none"> • The teacher contributes well to the development of schemes of work and new resources. • The teacher takes a fair share of departmental work and actively participates in meetings and activities. • The teacher begins new projects to promote student interest in the subject. • Teacher completes at least 20 hours of CPD including a feedback session 	<ul style="list-style-type: none"> • The teacher contributes to the development of schemes of work and new resources. • The teacher takes a share of departmental work and participates in meetings and activities. • Teacher participates in at least 12 hours of professional development 	<ul style="list-style-type: none"> • The teacher does not contribute to the development of schemes of work and new resources. The teacher fails to take a share in departmental work or does not reasonably participate in meetings or activities. • The teacher fails to complete 12 hours of professional development.

Standard	Outstanding	Good	Satisfactory	Unsatisfactory
3T	<ul style="list-style-type: none"> • A staff member makes a more significant contribution to pastoral care. • A staff member shows exceptional commitment to their ECA duties. • Staff member devotes significant time and effort to their ECA activity. • There are notable and valuable outcomes from the activity. 	<ul style="list-style-type: none"> • Staff member successfully organizes and/or supports an ECA, keeping attendance records and making some referral comments. • The staff member does not receive any reminders or remediation. 	<ul style="list-style-type: none"> • Staff member meets the essential ECA/contract requirement, keeping records and writing referral comments when appropriate. • Staff member fulfills their ECA commitment after reminders or remediation. 	<ul style="list-style-type: none"> • Staff member fails to attend regular ECA sessions. • ECA records are maintained poorly. • Despite reminders, the staff member fails to submit referral comments and attendance records.
4T	<ul style="list-style-type: none"> • Staff member goes to great lengths to support student activities and provide opportunities to extend student experience beyond what is typically expected. 	<ul style="list-style-type: none"> • Staff member attends several student run evening events. • A staff member works several weekends during the year in addition to those specified in the contract. 	<ul style="list-style-type: none"> • Staff member attends student run evening events. • A staff member works one weekend during the year in addition to those specified in the contract. • The staff member does not act in a manner detrimental to the college. 	<ul style="list-style-type: none"> • The staff member does not attend any student-run evening or weekend events. • A staff member acts in a manner detrimental to the college.

Managerial Staff Standards

Those serving in middle and senior management roles are subject to an additional four standards:

- **Leadership:** An amicable and professional environment has been created in the department; the manager is able to identify any issues or concerns in the department and can put forward feasible ways of solving the problem; tasks are sufficiently delegated to others; inside the department, policy implementation is done in an efficient and effective manner; everyone is up-to-date on happenings and proceedings thanks to widespread communication.
- **Human Resources:** Staff members have plenty of avenues through which to make progress professionally; department members are subject to objective evaluations; whenever it is required, staff remediation is done in a timely fashion; there is no prejudice towards or unfair treatment of members of the department; departmental progress is well known to the manager.
- **Administration:** Correct records of the department are maintained by the manager; Departmental rules and policies are appropriate, consistent with the principles of the school, and communicated effectively to all; any documentation that may be required has been properly stored; a congenial professional environment exists within departments; the budget for the department is properly utilized.
- **Development:** Practical and meaningful objectives are established and met by the manager; there is a high degree of quality in all results and improvements of the department; new and meaningful ideas and initiatives for the department are put forward by the manager; the manager guarantees that adequate resources are available to the department.

Descriptors for Managerial Staff

Standard	Outstanding	Good	Satisfactory	Unsatisfactory
1M	<ul style="list-style-type: none"> • Excellent working atmosphere and teamwork. • The manager foresees and acts to minimize future problems. • The manager makes a substantial contribution to the development of new policies or procedures. • Communicates adequately informing staff and line manager of all information promptly 	<ul style="list-style-type: none"> • Positive working atmosphere. • The manager takes effective action to remedy problems. • The manager delegates appropriately. • The manager implements policies effectively. • The manager informs the staff and line manager as required. 	<ul style="list-style-type: none"> • The atmosphere does not damage staff productivity. • The manager attempts action to remedy problems within the department. • The manager takes a fair share of work and delegates tasks somewhat. • Manager implements policies as directed. • The manager has to be reminded to keep staff and line managers informed. 	<ul style="list-style-type: none"> • Poor atmosphere leads to low productivity. • The manager does not take action to remedy problems within the department. • The manager fails to take a fair share or allocates work unfairly. • The manager fails to implement school policies or procedures correctly. • The manager fails to keep the line manager or staff informed of crucial information.
2M	<ul style="list-style-type: none"> • The manager organizes several new, useful CPD events for staff. • The manager keeps close but suitable supervision on all areas of the department under their control initiating appropriate and sensitive action. 	<ul style="list-style-type: none"> • Department CPD requirements are well met. • The manager treats members of the department fairly and carries out any required remediation successfully. • The appraisal process leads to significant development for staff. • Departmental supervision is adequate but not overbearing. 	<ul style="list-style-type: none"> • The manager fulfills basic CPD requirements. • The manager treats members of the department fairly after being made aware of any issues. • The manager attempts to deal with staff problems or carry out remediation. • The manager is aware of what is happening in the department. 	<ul style="list-style-type: none"> • The manager does not conduct CPD or seek to meet the CPD needs of the department. • The manager mistreats the members of the department. • The manager fails to deal with staff problems or carry out remediation. • The manager is unaware of what is happening in the department.

Standard	Outstanding	Good	Satisfactory	Unsatisfactory
3M	<ul style="list-style-type: none"> • The manager keeps excellent records. • An analysis is conducted showing clear progress. • Documentation, regulations, and procedures reviewed with improvement ineffectiveness. • Departmental areas used imaginatively improving the working environment. 	<ul style="list-style-type: none"> • The manager maintains clear, accurate, and organized records for the department. • Documentation, regulations, and procedures are regularly reviewed. • Departmental areas are used effectively. • The manager uses the departmental budget effectively and efficiently. 	<ul style="list-style-type: none"> • The manager keeps essential records. • Documentation, regulations, and procedures exist with reviews as directed. • Departmental areas make for an adequate working environment. • Manager uses departmental budget properly. 	<ul style="list-style-type: none"> • The manager fails to keep adequate records. • Documentation , regulations, and procedures do not exist or are never reviewed. • Departmental areas are not well- kept making for a poor working environment. • The manager fails to use the departmental budget properly.
4M	<p>The manager sets and achieves demanding targets in line with the College's mission and development goals.</p> <ul style="list-style-type: none"> • Departmental outcomes are excellent, and progress is clearly shown. • Several important innovations are introduced in a sensitive manner. • Management and development of resources is excellent. 	<ul style="list-style-type: none"> • The manager achieves a high success rate with realistic and worthwhile targets. • Department achieves good outcomes showing progress. • At least one successful innovation is introduced. • Department resources are organized, useful and well- developed 	<ul style="list-style-type: none"> • The manager makes reasonable progress in meeting targets. • Department achieves reasonable outcomes but with little progress. • Innovation is considered and attempted. • Departmental resources are adequate and maintained but do not show much development. 	<ul style="list-style-type: none"> • The manager fails to meet many targets. • Department achieves poor outcomes or fails to make expected progress. • No remedial action is planned. • No innovations are introduced or considered. • Departmental resources are missing, inadequate, or poorly maintained.

Standards for Homeroom Teachers

- 1. Cohesion in the Homeroom:** All required and proper methods for achieving a well-behaved and harmonious homeroom have been implemented by the homeroom teacher; the homeroom teacher also urges students to play an active role in school events and joins in as well.
- 2. Responsibility for Care:** Students' disciplinary and education concerns are recognized by the homeroom teacher, who then immediately works in ways to resolve them, including through reaching out to the student and/or parent or communicating with the school's management or other faculty.
- 3. Communication:** The homeroom teacher keeps routine and amicable relations with students' parents, and makes sure that parents stay up-to-date on relevant information that deals with their children

Descriptors for Homeroom Teachers

Standard		Good	Satisfactory	Unsatisfactory
1F	<ul style="list-style-type: none"> • Outstanding • • Almost full participation by students in class trips, Sports Day; • all students conforming to group activity standards; • excellent feedback from students • • • 	<ul style="list-style-type: none"> • Most students participating in class trips, Sports Day • lessons; nearly all students conforming to group activity standards; • mostly positive feedback from students 	<ul style="list-style-type: none"> • Some students taking part in, class trips Sports Day; • A vast majority of students conforming to group activity standards; • Generally positive feedback from students 	<ul style="list-style-type: none"> • Many students failing to take part in class trips, Sports Day; • many not conforming to group activity standards; • many negative comments from students
2F	<ul style="list-style-type: none"> • Consistently prompt follow-ups on various matters of concern including attendance and negative referrals on pastoral care and academic studies with significant improvements; • Excellent pastoral effort spent on needy students with significant effects. 	<ul style="list-style-type: none"> • Mostly prompt follow-ups on various matters of concern including attendance and negative referrals on pastoral care and academic matters with noticeable improvements 	<ul style="list-style-type: none"> • A few reminders are needed to follow up on concern including attendance and negative comments about pastoral care and academic matters with some improvements produced 	<ul style="list-style-type: none"> • Frequent reminders are needed to take action on various concerns about pastoral care and academic matters with no improvement evident.
3F	<ul style="list-style-type: none"> • Excellent feedback from parents 	<ul style="list-style-type: none"> • Mostly positive feedback from parents 	<ul style="list-style-type: none"> • Generally positive feedback from parents 	<ul style="list-style-type: none"> • Many negative comments from parents

Administrative Staff Descriptors

1. Competence: Members of the staff are able to execute required professional tasks independently and on time. The member suggests practical improvements to how the department functions.
2. Departmental Contributions: Whether it be within or outside of the department, the staff member gets along with other staff in a professional capacity. The member plays a key role in department meetings and plans, and also volunteers to take on more duties.
3. English-language Abilities: The required level of English-language proficiency has been

met by the staff member, and constant improvement is occurring.

4. **School Life Contributions:** The member helps promote the principles and success of the school and represents the school well.

Standards for Administrative Staff

Standard	Good	Satisfactory	Unsatisfactory
1A	<ul style="list-style-type: none"> • Able to complete all tasks rapidly and without supervision. • Several wells thought out innovations in working methods are proposed and introduced, improving the working of the department 	<ul style="list-style-type: none"> • Able to finish allocated tasks in the allotted time, supervision may be required, speed could. • Some innovations in working methods are proposed to be improved 	<ul style="list-style-type: none"> • Unable to complete tasks in the allocated time or requiring a great deal of help. • No innovations in working methods are proposed, little thought is put into how efficiency could be improved
2A	<ul style="list-style-type: none"> • Excellent communication with other staff, always helpful and cooperative. • Volunteers for additional tasks and takes an active part in departmental planning and meetings. 	<ul style="list-style-type: none"> • No problems with communication or cooperation with other staff members detected. • Takes part in department planning and department meetings. 	<ul style="list-style-type: none"> • Poor communication with other staff, some complaints about attitude, uncooperative. • Seldom takes part in department planning, unwilling to do any additional tasks. • A staff member cannot communicate in English and is not making very much progress
3A	<ul style="list-style-type: none"> • A staff member can use English fluently to deal with daily work. • Rapid progress is being made. 	<ul style="list-style-type: none"> • A staff member can use some English. • Some progress is being made. 	<ul style="list-style-type: none"> •
4A	<ul style="list-style-type: none"> • A staff member is an excellent ambassador for the College and makes great efforts to assist in furthering the mission of the College. 	<ul style="list-style-type: none"> • Staff members occasionally attend promotional events and activities so far to assist in the further mission of the college 	<ul style="list-style-type: none"> • The staff member does not attend College events. • A staff member acts in a manner detrimental to the college.

Line managers can give Outstanding ratings if they consider it appropriate under general definitions and can provide sufficient evidence.

Policy on Staff Remediation

In the event that a staff member's capabilities are in doubt as a result of strict protocols, for example if a named student, parent, or another staff member has issued a formal complaint, it will be the duty of the line manager to respond if it is the first such case. The staff member, while performing their duties, will be observed by the line manager, who will gather evidence based on this and accounts from the parties involved. If the complaint is corroborated by information that the line manager discovers, the line manager and staff member in question shall conduct an interview in order to create a 'Staff Remediation Plan.' The following items should be outlined by the plan:

- The problem areas that the line manager deems important and wants to discuss, based on the information gathered.
- The aims that need to be achieved so that the concerns brought up in (i) are dealt with.
- An evaluation timeline to assess the degree to which the aims stated in (ii) are being met

The Principal will have to agree to the above plan of action.

If, by the specified deadline, the staff member has not met the objectives, then the Principal, the line manager, and other managers will determine a path forward. Potential ways forward include, if progress has been minimal or nonexistent, dismissal based on the contract's terms, or, if a notable level of progress has been achieved, non-renewal or extra time to achieve goals. If a staff member has achieved the specified objectives, he or she shall keep on tackling the problems via the evaluation process and CPD.

The staff member may dispute the results of the above process through the Grievance Procedure.

Code of Conduct for Staff Members

- Staff members are expected to perform their work in a manner that is professional and consistent with the rules and principles of the school as well as their contracts.
- Staff members are expected to respect the dignity of everyone in the school community, and refrain from doing the following:

- Conduct that is needlessly belligerent or threatening
- Behaving rudely or being personally insulting or offensive
- Abusing their power
- Sexual harassment
- Interactions that are unwanted and not consistent with professionalism
- Engaging in slander about Sendelta or fellow staff
- Behavior that discriminates
 - Sendelta considers any sign of discriminatory conduct extremely serious, and deals with it as outlined in the grievance procedure
 - In accordance with its conflict resolution processes, Sendelta insists that an apology is made for any conduct that results in personal offense
 - Anything dealing with discipline, evaluation or another confidential issue should be limited to private discussions
 - Staff are expected to seek workable solutions consistent with the mission statement of Sendelta

Confidentiality Policy

None of the personal information of students or members of the staff, such as health or employment records, student transcripts, and references, will be released by Sendelta, unless it has received the relevant individual's explicit permission or is legally obligated to release it.

Grievance Procedure

The Grievance Procedure has been devised to handle serious situations and complaints, including ones involving complaints by staff members against other staff members or even a member of the management. The following is a non-exhaustive list of possible complaints: abuse of power, threatening conduct, unwanted sexual overtures, targeted bullying, unjust treatment, spreading harmful gossip, exploitation, degrading criticism, oppressive management or supervision, or restricting someone's prospects for advancement, further education, career development, or training. A similar process, if it is suitable, shall be utilized in the event that a student has a serious complaint about the conduct of a staff member.

The grievance procedure begins when a member of the staff issues, in written form, a complaint to the Principal, Board of Directors. In it, he or she must provide information describing the complaint, and mention specific cases of the conduct in question.

The steps outlined below will then be taken:

- i. The plaintiff shall deliver the complaint, in written form, to the Board or Principal
- ii. The defendant shall be notified of the matter, and given a week to deliver, again in written form, a reply.

- iii. The Chairman or Principal will then individually interview the plaintiff and the defendant and decide on the next steps to be taken. In cases where a solution can be found via arbitration, an informal process can be used. In cases where a solution cannot be found via arbitration, a formal process will be utilized.

Informal Procedure – In the event that the conditions below are met, the informal procedure will be the preferred way of resolving conflicts:

- both parties might be at fault and arbitration can be utilized to solve the problem, which could be a clash of personalities or misunderstanding,
- each party recognizes the existence of a complaint
- each party completely commits to the arbitration procedure
- each party commits to listening to the grievances of the others, and makes a serious attempt to deal with the concerns of the others
 - A mediator deemed appropriate by each party shall individually interview each party in order to ascertain what the key problems are from the perspective of all parties involved
 - The mediator will next convene an in-person meeting in which he or she will play the role of a spokesperson, in order to describe the problem from the perspective of each party
 - An agreement is reached that resolves the issue and results in mutual understanding and an arrangement for how to move forward that is agreed to by everyone.

Or:

Formal Procedure – If, instead, the conditions below apply, the formal procedure will be the preferred way of resolving conflicts:

- either of the parties involved refuse to participate in the informal procedure
- disagreement exists regarding which actions actually took place
- extremely unprofessional or even illegal conduct forms part of the complaint
- the informal procedure was not able to provide an acceptable arrangement and path forward

There shall be formed an *ad hoc* committee made up of the following:

- The Chair shall be a Board of Advisors member, Board of Directors member, or the Principal
- The Human Resources Office Head
- Three representatives of the staff

The panel primarily concerns itself with determining if the plaintiff has undergone distress as a consequence of the defender's actions, or lack thereof, because of misconduct or unprofessional practices. Illegal or deceptive behavior will be considered misconduct, while conducting oneself in a manner that is inconsistent with generally recognized professional guidelines will be deemed unprofessional.

The panel shall not be tasked with determining how well someone has executed their professional duties. It is the line manager who is tasked, via the process of evaluation, with making such determinations. A staff member's subpar performance in their professional duties will only be relevant if it constitutes unprofessionalism, i.e. if he or she conducts their work in a manner that is inconsistent with generally recognized professional guidelines.

The panel is tasked with the responsibilities outlined below:

- Determining if a reasonable complaint exists based on studying the available evidence
- Determining the proper way forward, as well as the consequences for the defendant, if it has been decided that the complaint has merit
- Gathering evidence from witnesses
- Determining the proper way forward if it turns out that a complaint was made with ill intent
- Determining whether authorities should be notified, for example if there is evidence of illegal conduct.
- Making a final judgement.

Common sense and preponderance of evidence standards should be utilized by the panel when determining what took place. In the case of there being any doubt left over, the defendant should be given the benefit of the doubt.

Separate interviews with both the plaintiff and the defender will take place in front of the panel, starting with statements that are limited to five minutes by each party. The panel will then ask questions, to which each party will have to provide answers, so that what transpired is made as clear as possible. In the event that interpretations of events differ, witnesses can be summoned.

Below are the steps that shall take place during the final judgment:

- Deciding in favor of either the plaintiff or defendant.
- Making clear whether a majority or a consensus determined the result
- Indicating the consequences that either party shall face in the event that ill intent has been shown
- Providing additional recommendations or commentary

After the decision has been finalized, all parties shall be obligated to accept the decision of the panel. If either party still wishes to appeal, they will have to make use of the Chinese labor court.

Educational Policies and Practices

Curriculum Policy

Sendelta's curriculum has been created in such a way as to facilitate the following:

- Satisfy the educational goals and requirements of the school
- Offer a wide range of choices for students to fulfill their talents and passions
- Allow students to graduate with genuine qualifications that are accepted globally
- Let students explore how knowledge is interconnected by concentrating on interdisciplinary learning and methods, as well as emphasizing holistic learning

The curriculum is oriented around subject syllabi for each course, as determined by the College Board for AP courses. Additionally, a diverse array of themes recurs throughout Sendelta's curriculum, and these are emphasized during certain sections of every course.

Below are listed the themes:

- Global Outlook – An interconnected set of activities whose purpose is to endow students with a global outlook in accordance with the school's principles
- Interdisciplinary Connections - Departments collaborate on establishing activities that highlight how knowledge from various subjects is connected and related
- ICT Capabilities – A series of activities whose purpose is to endow students with software skills that will be essential in their future careers and education
- Research Abilities – Research-oriented activities that give students the ability to deal with information collection and analysis, as well as different media types
- Social Abilities – A set of activities that foster and improve students' leadership and teamwork capabilities
- English Ability – An interrelated set of activities that promote English language use throughout the curriculum.
- Thinking Skills – A series of activities that promotes enhanced critical thinking and reflection skills for students

Curriculum Review

In order to evaluate the success of every part of the curriculum, a thorough review of the curriculum is periodically conducted. Faculty will be asked to give feedback on every component of their students' education in order to continually enhance course content.

Course reviews occur at the end of each year. During this process, teachers discuss the methods and resources being used in coursework, as well as ways in which time can be better allocated. Also discussed are ways to better match the principles and philosophy of the school, especially if weaknesses have been identified. The curriculum's global outlook, interdisciplinary connections, learning practices, and related activities are also examined.

Then, before the third week in May has concluded, a report must be delivered to the Department Head.

The Department Head, or, in the cast of departments that cover multiple subjects, the Subject Coordinator, shall then conduct a thorough assessment of the subject, checking for areas of overlap, progression, as well as horizontal and vertical linkages. Furthermore, HOD will assess the department, including how much progress has been made towards achieving objectives, as well as an assessment of CPD requirements and human resources. All these assessments are then combined into a comprehensive Department Review and delivered to the Academic Affairs Vice Principal no later than the 31st of May. Next, the Academic Affairs Vice Principal takes this review into account when he or she is completing the summary report for the entire school, which will subsequently form part of the Annual Report of the Principal.

When an academic year begins, the Department Heads or, in certain cases, the Subject Coordinators, carry out a thorough review of their subject as well as the outcome of the departmental review. This is then compared to previous academic years, as well as global and mock outcomes. The Heads or Coordinators will additionally provide feedback on whether the actions carried out have been successful, and also create a plan for moving forward as well as goals for the department's development in the upcoming year. These reports shall then be delivered to the Academic Affairs Vice Principal and summarized for the Annual Report of the Principal.

Every five years, a comprehensive review shall be conducted of the whole curriculum. When this occurs, the Principal shall present his or her findings about the efficacy of the present curriculum to the Governance Board. In these findings, the following shall be examined, and changes to these aspects of the curriculum shall be considered:

- The educational system being offered
- The examination board being employed to certify student achievement
- The variety of qualifications, credentials, and subjects being offered

These shall then be taken into consideration by each department and for each subject, resulting in complete reviews and plans of action.

Policy on Quality Learning

The school believes that quality learning is based on students playing an active role in their own learning, which should also include experiential learning and honing of their real- world skills. It is vital that students learn from various perspectives and through a diverse array of activities, and also that they gain an appreciation for how their education will be used in the real world. Each student should have an educational experience that is tailored to their own needs and abilities, which allows those that are progressing more rapidly to constantly be challenged, while also providing assistance to those encountering difficulties with their learning. After graduation, students should have gained excellent independent study skills, which will allow them to achieve success in their further studies and careers.

Policy on English Usage

Principles:

- English is the primary language that is used at Sendelta
- Every initiative at the school, whether it be a class, program, event, or activity, should help to improve the English abilities of students
- English assistance programs exist to assist Sendelta students with improving their English abilities so that they can partake more fully in the school's offerings
- English training programs exist to assist Sendelta staff members with improving their English abilities so that they can better deliver the school's offerings
- Staff members are expected to cultivate an atmosphere in which English is used by students at all times
- Sendelta believes that parental involvement is key to building students' English abilities

Rules:

- Outside of Chinese courses or Foreign Language courses, English will be used for in-class communication by all students and staff
- Students at Sendelta must use English when addressing members of the staff
- Outside of Chinese course and Foreign Language course staff members, all faculty must use English at school, regardless of whether they are in-class or outside of class
- If students do not use English, staff members must bring it to their attention
- In the event that a student continues to not use English, staff members shall seek assistance or disciplinary action
- The language of communication off-campus for school-related activities such as field trips, extracurricular activities, or other events shall also be English, unless it is a Foreign Language-related activity

Responsibilities

- The Academic Affairs Vice Principal is charged with making English training available and providing mentors that can help improve staff members' English abilities. He or she is also charged with making available materials and resources to facilitate this process.
- Responsibility for making sure that English is the language of communication throughout the full range of extracurricular activities lies with the Activities Director

- Responsibility for making sure that English-promoting activities are utilized in school lies with the Departmental Heads
- Responsibility for enforcing English usage on campus lies with staff members
- Responsibility for noticing students who may need additional English assistance and following up lies with staff members
- Responsibility for being aware of why the English regulations are in place and doing all they can to abide by the regulations lies with the students
- An English-speaking representative must be chosen by any administration department that does not primarily communicate in English; this individual will be in charge of interacting with students vis a vis the department
- A clear path forward to meeting all the English requirements must exist for any administrative department that does not primarily communicate in English

Sendelta's Global Outlook

Sendelta is committed to motivating, cultivating and fostering a global outlook among all of its students. Below are listed components that make up this global outlook:

- Behaving in an open-minded way towards other cultures, belief systems, and ways of life, as well as appreciating diversity, all while recognizing one's local cultural background as well.
- Creating an environment where behaving morally comes to be expected. This includes conducting oneself in lawful, honest, just, accountable, responsible, and transparent ways.
- Developing a global understanding and being well informed to such a degree as to be able to intelligently approach issues that affect society around the world, such as environmental, economic, political, demographic, and human rights concerns.
- Participating in and helping out with one's local and global community
- Communicating and collaborating well with various other people

Policy on Extracurricular Activities

Sendelta's extracurricular activities are meant to help meet the school's aims and provide students with ample opportunities for:

- Trying out different activities and developing new abilities
- Honing their current capabilities and developing their passions
- Partaking in competitions outside of school and/or public performances
- Filling leadership and team roles

- Building their sense of independence and self-determination
- Expand their educational horizons and interests so that a more well-rounded narrative can be shown during college admissions
- Representing Sendelta in competitions with other schools

Policy on College Admissions

Students can receive help with bridging the gap between school and higher education at the **Office of College Counseling**, whose purpose is to help students with their applications to colleges globally by giving correct, up-to-date, and unbiased information. This is done in concert with students, counselors, parents, and tutors.

Thus, the Office of College Counseling is tasked with providing counsel to students in line with accepted practices in the area, and does this via:

- Making available reports, transcripts, and references in accordance with Sendelta's regulations;
- Informs applicants of important developments on time

On the other hand, every student is fully responsible for his or her college application, and has the following duties:

- Making sure to be present for all appointments with their counselor;
- Maintaining frequent communication with tutors and the counselor;
- Finishing all application-related assignments;
- Being present for visiting college seminars and other such meetings,
- Participating in any required testing or examination
- Applying for visas

Policy on Student Evaluations

Students at Sendelta can expect a policy regarding their evaluations that promises to be fair, honest, and transparent. Each student must be made aware of how their grade is calculated, what material will be on tests and exams, and the methodology of student evaluation. This methodology should be able to test numerous different abilities and skills that students have gained throughout the course, and thus should utilize several approaches.

The aims of student evaluations are:

- Verifying students' understanding and knowledge of the subject material
- Honing in on gaps in learning, and finding ways to address them
- Being able to make forecasts about student performance
- Allowing for the creation of accurate references and reports
- Deciding whether class strategies have been successful in enhancing student knowledge and learning

The student evaluation methodology utilizes the following:

- Oral Exams

- In-class presentations
- Written Exams
- Homework, including worksheets, essays, and projects
- Practical Exams

Sendelta reports shall be accurate and constructive, and must also be focused on helping students, along with their parents, gain a better understanding of their strengths and weaknesses, and on helping determine a way forward that will maximize chances of success.

The aims of Sendelta reports are:

- Giving input to students about how well they have done, as well as areas that need improvement and strategies for doing so
- Conveying the above information to parents as well
- Allowing universities and other entities outside the school to have a well-presented way of understanding students

The following should be included in the comments on a report:

- What the student has done well in as well as any notable accomplishments
- Gaps in learning, or areas that need to be worked on
- Advice about how to do better

Policy on Pastoral Care

In accordance with Sendelta's desire to create an atmosphere of learning in which students can pursue social, spiritual, ethical, and academic growth, the policy on pastoral care has been adopted. All members of the staff are tasked with helping to foster an atmosphere that is loving, healthy, secure, and welcoming, and that is spread throughout the school community. Respect and confidence are key parts of each student's growth, and will allow students to become contributing and functioning members of society after graduation.

Goals:

- Fostering an environment in which each student feels secure and happy, and is an important and valuable member of the community.
- Responding to students' problems and concerns in a sympathetic manner
- Assisting with building students' self-esteem and fostering their respect for fellow members of the Sendelta community.

Methods:

- Awards are utilized to acknowledge students' achievements in class.
- Additional awards are made available to acknowledge students who have had a major impact on school events and activities.
- The school counselor and homeroom teachers assist with any students that may have particular psychological needs.
- Remedial programs shall exist to assist with difficulties students may have in-class.
- Lessons focused on how to handle personal problems shall be given periodically.

- vi. Each student shall have the opportunity to explore non-academic interests via the ECA program.
- vii. Procedures for evaluation and reporting will concentrate on student development and success
- viii. Misconduct will be dealt with by working together with families and staff members in such a way as to assist with students' difficulties and concentrate on their talents, while also emphasizing the fact that all Sendelta community members deserve a secure and harmonious work and academic environment.

Policy on Disciplinary Action

Each student at Sendelta deserves to have their learning take place somewhere that is secure, inviting, and that treats them with dignity. And each staff member deserves to have the ability to conduct their work and duties without any hindrance. These objectives can be met by the consistent application of a school-wide positive-reinforcement based system, as well as clearly defined disciplinary regulations and penalties.

In order to create an atmosphere in school that is secure and well-ordered, and that gives students their greatest chance for success, the school abides by this discipline policy, which simultaneously gives students the chance to behave as independent actors in school and the global community at large. The consequences for violating the discipline policy are intended to not only reduce any impediments to fellow students' education, but also to serve as a learning opportunity. Any punishment will be tailored to and proportional to the misconduct, and must be applied to students in a just and equitable manner.

Aims:

- i. Sendelta shall concentrate on maximizing the probability of a student's success
- ii. Students will be assisted in taking responsibility for their actions by Sendelta.
- iii. An atmosphere that fosters students' education will be created together with each student, parent, and member of the staff

Methods:

- At the beginning of each year, new students will be made aware of all rules and regulations via introductory lessons, and by being given a copy of the Student/Parent Handbook
- Typical violations and the associated consequences will be included in the handbook
- The file of the student will contain all disciplinary records.
- In the event that a student faces punishment, the appropriateness of the consequences will be discussed with the student so that their future conduct can be modified accordingly.
- Even though it is the SAO that is charged with overseeing disciplinary procedures, each member of the staff must have an understanding as well, and should be committed to enforcing the disciplinary policy.

- In the event that a case is very serious, the identity of the offending individual will not be revealed, but the school community will be made aware of the offense and its consequences.
- In cases involving minor infractions, severe penalties will only be used if the offender does not change the conduct in question, even in the face of multiple warnings.

Library Policy

The school library is tasked with creating an environment that is adequately equipped to deal with the academic and research needs of staff and students.

Furthermore, the purpose of the library, and all those working there, also involves supporting Sendelta's curriculum and principles, and fostering an atmosphere that is conducive to learning and reading. In today's rapidly-changing information era, the library is committed to assisting students with their eventual roles in this world by endowing them with essential skills, ideas, and information, as well as fostering their creativity, imagination, and sense of global responsibility and citizenship.

Below are outlined the library's goals:

- Helping to ensure that Sendelta objectives are met
- Providing assistance related to the school's curriculum
- Building and managing a library collection that attracts staff members and students alike, and that allows them to engage in meaningful learning
- Finding ways of, and planning events that deal with, fostering a love for reading
- Assisting faculty with ensuring that students are set for learning after graduation by building up their independent learning capabilities
- Managing the library's resources and systems effectively and providing unrestricted access to members of the Sendelta community

ICT Policy

The school commits itself to endowing each student with outstanding and practical ICT abilities. In order to achieve this aim, Sendelta establishes high-quality and consistent standards for all ICT activities, and ensures that these activities are not only present all over the curriculum, but also useful in real life and constantly being improved. Furthermore, Sendelta will ensure that students are constantly assisted in their ICT endeavors and activities.

Members of the staff should be well-versed in ICT skills and knowledge. ICT resources, including places with internet access and resources with testing, instruction, and work materials, or any other needs, will be made available so that any member of the staff or student can make full use of the school's ICT offerings. Additionally, training in ICT systems, networks, and facilities is available.

Students and staff members should use these resources properly, and refrain from visiting sites that deal with online games, that have explicit or incendiary content, or other inappropriate material.

Policy on Homework

It is Sendelta's firm belief that learning is a constant endeavor that takes place not just within the confines of a classroom. Thus, homework provides an opportunity for students to gain an appreciation for the fact that their education does not end when the school day does.

Homework assignments should allow students to make progress in and further stimulate their learning, as well as to enhance their capabilities and knowledge of each field. Faculty will provide clear standards by which homework assignments will be judged, as well as ample time for students to finish homework. Homework assignments will not only allow students to enhance and hone their own learning methods and abilities, but will also allow students to get used to and experiment with new learning methods and skills.

Faculty at Sendelta shall give homework assignments that are realistic and relevant. These assignments will involve work that complements what the students have done in class. The Staff Handbook's homework policy will aid teachers in giving proper feedback and establishing proper timelines. Grades will be given to homework assignments and will be included in evaluations of students' performance. Students' parents shall be notified in the event that a student fails to finish, or unsatisfactorily finishes, their homework.

Purpose of Homework

- Fostering a connection with, and an understanding of, students' surrounding environment
- Fostering continual education, independence, and responsibility
- Building good work and study routines
- Building critical thinking abilities and fostering students' creativity
- Assisting with and building on exercising the skills developed in class
- Thinking about learning that has taken place in-class
- Equipping students adequately for future coursework

Policy on Health and Safety

Sendelta has dedicated itself to fostering an environment that is safe and secure for all staff members and students to work and study in. The school commits itself to doing the following in order to guarantee such an environment:

- Setting up and enforcing safe practice guidelines for students and staff members
- Secure the funding needed to set up and maintain safe facilities
- Supply necessary safety equipment and guarantee its adequate maintenance.
- Supplying and keeping up-to-date fire prevention and firefighting equipment as well as a fire alarm system

- Making sure that any staff member who takes part in dealing with or operating any equipment or substance is well versed in any related risks, as well as in how to react to any accidents that may ensue
- Offer training that allows staff members to satisfy health and safety requirements
- Ensure that safe methods of escape are made available and labeled clearly. Make sure that equipment or substance that poses any risks to the health of members of the community are clearly labeled as such
- Set up proper lockdown, evacuation, and other lockdown protocols
- Routinely carry out emergency drills, at a minimum of one each semester
- Recognize the risks associated with certain activities and decide on ways to minimize them via appropriate protocols and safeguards
- Make sure that, in situations where there is a risk in a classroom, the relevant teachers are kept informed and taught what to do in emergencies
- Make sure that faculty notify all pupils of rules regarding safety, and enforce these rules
- Keep a record of and report any emergency or accident that occurs
- Conduct routine safety and health inspections of school property
- Make available the services of a nurse or doctor who is qualified to provide first aid in emergency situations
- Conduct an investigation of any situation in which safety or health rules may have been broken.
- Guarantee that sufficient security exists on campus

Policy on Learning Assistance

Entrance examinations are utilized by Sendelta in order to choose students who are the most academically promising, as well as who possess strong English skills. When a student is offered a place at Sendelta, the school requests that parents sign a disclosure form in which any additional requirements for support that a student may need can be made clear. This constitutes the first stage of Sendelta's support protocol. The school has devoted itself to aiding students who face challenges in partaking in the curriculum and makes every effort to secure support for students, both in-house and through off-campus organizations and experts.

For students requiring additional assistance, the following are some of the arrangements that can be made:

- Additional small-group classes in English led by an ESL tutor, available both throughout the school day and afterwards.
- One-to-one instruction with ESL tutors, again available both during and after school.
- One-to-one instruction with student subject tutors when applicable.
- Independent or blended instruction online.
- Resources in the library, including specialized books

- College counselors
- Designated counseling meeting rooms
- Diagnostic testing via 'Cognition' - an outside organization that utilizes educational psychologists, SEN-trained experts, and behavioral therapists located in Shenzhen

Policy on Gifted Students

Sendelta draws a large percentage of the most talented students and is the site of many remarkable outcomes in student achievement, both within China and globally. Students who excel in their respective fields and show the most promise tend to make up the upper 5-10% of a class. Sendelta will keep track of these gifted individuals after identifying them, and will provide additional assistance in order to aid them in doing their best academically.

Whenever it is feasible to do so, their opinions, as well as the opinions of their parents, will help inform school activities and initiatives, with the goal of assisting these gifted individuals with acceptance into the most highly-ranked universities.

Policy on Student Acceptance

Decisions regarding admission into Sendelta are based on the selection of students via written Mathematics and English tests, followed by an interview in English and Chinese.

Policy on Field Trips

A crucial component of an individual's learning is field trips, which can offer students a chance to expand their knowledge that may not be available on a school campus. Through such trips, students are given the opportunity to incorporate a more diverse and more dynamic array of knowledge into their learning, as well as to witness the application of the theoretical knowledge they have learned in-class to a real-world environment.

Above all, the safety and security of students is of the utmost importance when it comes to field trips. Such trips have to be organized properly and prepared well in advance in order for there to be ample opportunity to assess all possible risks, unforeseen circumstances, protocols for emergency, and financial issues that may arise.

Staff members have to secure prior permission in written form from the parents or guardians of each student that joins a field trip.

Connections Within the Community

Sendelta is keen on supporting relations with, and making connections within, the surrounding community, outside of those involved with the school. This includes local, national, and international charities, businesses, and other organizations. Students should show an interest in supporting the community through volunteering and assisting with efforts to raise funds. Sendelta strives to secure the support of the community in providing

students with options to experience meaningful off-campus activities, including through work, summer school, and long-term service initiatives.

Policy on Class Sizes

The number of groups committed to teaching a particular course is decided on during January of each academic year, which constitutes the timetable's planning phase. This number should be able to handle the number of students expected to take the course by inferring from historical data while maintaining the size of the class below the specified caps. Each student who satisfies a course's minimum entry requirements should be accommodated in a group. If, due to issues of staffing or problems with facility availability, the needs of every student cannot be accommodated despite them having met the required conditions for entry, then a selection policy (in writing) that outlines how students will be selected must exist for every course. Limits to class size will be:

- **Normal course:** 25 students maximum
- **AP and 600- level courses:** 20 students maximum

Policy on Environmental Dangers

The reaction of the school to extreme weather and other environmental hazards will be in line with the recommendations of local authorities.

The school will send an email and text message to parents and also post a message on Sendelta 's public WeChat channels that notifies all relevant individuals that school will be closed in the case of the most extreme weather alerts, including storms and typhoons, for which sufficient prior notice exists. In such situations, under the oversight of the dorm staff, boarding students shall stay indoors, inside their rooms within the dormitory, unless emergency personnel provide other information or directives.

In the event that there is insufficient warning, for example when an alert is made once students have already departed without having heard the warning, Sendelta's campus will remain open in order to provide shelter to any student who needs it. Depending on student turnout, classes could be cancelled.

When it comes to less extreme weather alerts, Sendelta will stay open, and dorm students will have normal class. Day students' parents will have to decide whether their children can safely go to school based on available information.

In the event of - and for the duration of - a severe weather alert, the procedures below should be followed.

- In the morning, instructions must be sent to every class in the morning
- Doors and windows shall stay closed and air conditioners will be used for ventilation
- Classes outdoors, notably PE, shall be canceled
- During breaks and lunch, students will be directed to remain indoors

- Permission will be granted to eat inside classrooms
- Staff and students who have to go outside will have to wear masks
- Other transport, or staying home, should be considered if possible for students requiring the use of a bicycle over a long distance to come to school

Policy on Animal Rights

We are sensitive to the fact that animals should be handled with dignity and sensitivity, that they should not suffer or be abused, and that they should not be taken advantage of needlessly for the purposes of education. Thus, Sendelta subscribes to the principle of the 3Rs, namely replacement, refinement, and reduction. In line with this principle, animal use at Sendelta must first take into account whether it is possible to utilize the following options: *replacement* of animals with plants, cells, or a computer simulation, *refinement* of the experiment so that the amount of damage or suffering on the part of the animal is reduced as much as possible, and *reduction* in order to minimize the number of animals used in any situation.

Live animal activities have to be based on the observation and evaluation of natural behavioral aspects. These should not lead to any suffering or unnecessary distress for the animal, whether it be a vertebrate or invertebrate, nor should they jeopardize the animals' health. Consequently, an experiment that kills the animal, or gives medicines or drugs, or changes the animal's surroundings or diet, beyond what the animal can comfortably handle, will not be permitted. Students and faculty will talk about all current and future live animal experiments, which the Science Department Head must authorize. The head must also have authorized and have knowledge of any live animal being kept on the premises of the school.

Students do not have to conduct animal dissections, although teachers are allowed to conduct dissections with students if they have previously acquired the consent of the Science Department Head. When dissections are performed, teachers should talk about why they are performing a dissection, give permission to any student who does not desire to partake in the dissection, and attempt to limit the total number of dissections and instead utilize animal tissue or computer simulations. Employees must only use ethical means and sources to acquire an animal for dissection; this, for example, excludes any wild animals or animals that have been killed or injured on the road.