

SMLOUVA O POSKYTNUTÍ SLUŽBY

Univerzita Palackého v Olomouci

Se sídlem: Křížkovského 511/8, 771 47 Olomouc

Jazyková škola Filozofické fakulty Univerzity Palackého v Olomouci UPLIFT

Jednající: Mgr. Michaela Čakányová, ředitelka Jazykové školy Filozofické fakulty Univerzity Palackého v Olomouci UPLIFT

Osoba oprávněná jednat ve věcech realizace této smlouvy: Mgr. Michaela Čakányová,
email: [REDACTED]

IČ: 61989592 DIČ: CZ61989592

Bankovní spojení: [REDACTED]

(dále jen „poskytovatel“), na straně jedné,

a

Česko Britská Mezinárodní škola a Mateřská škola s.r.o.

Se sídlem: Rooseveltova 109/101, 779 00, Olomouc, Nové Sady

Osoba oprávněná k podpisu: Petr Pospíšil, M.A., datum narození: [REDACTED]

Osoba oprávněná jednat ve věcech realizace této smlouvy: Petr Pospíšil M.A.

IČ: 27840832

kontaktní email: [REDACTED]

právní osoba zapsaná v obchodním rejstříku vedeném u Krajského soudu v Ostravě,
oddíl C vložka 43205

(dále jen „příjemce“) na straně druhé,

uzavírají níže uvedeného dne, měsíce a roku podle právního řádu České republiky v souladu s ustanovením § 1746 odst. 2 zákona č. 89/2012 Sb., občanský zákoník, ve znění pozdějších předpisů, tuto Smlouvu o poskytnutí služby (dále jen Smlouva):

I.

Předmět závazku

Předmětem závazku podle této smlouvy je poskytnutí služby – výuka 4 kurzů, a to 1 kurzu českého jazyka, 2 kurzů španělského jazyka a 1 kurzu německého jazyka (dále jen „kurzy“, dílčí plnění pak dále jen „služba“) pro max. 8 účastníků v každém kurzu.

II.

Doba, čas a místo plnění

1. Doba plnění je od data účinnosti této smlouvy do 30. 6. 2018.
2. Každá ze smluvních stran může smlouvu vypovědět bez udání důvodu s dvouměsíční výpovědní lhůtou, která počne běžet od prvního dne měsíce následujícího po doručení výpovědi. Výpověď musí být učiněna v písemné formě a doručena na adresu druhé smluvní strany uvedené v záhlaví této smlouvy, jinak je neplatná.
3. Vstupní testování znalostí účastníků a jejich následné rozdělení do skupin provede poskytovatel, a to vždy před započítáním kurzů.
4. Kurzy budou probíhat v období ode dne účinnosti této smlouvy do 30. 6. 2018 mimo období prázdnin, a to v rozsahu:

- a) čtyřech 55ti minutových a dvou 60ti minutových lekcí týdně pro kurz španělského jazyka,
- b) tří 45ti minutových lekcí týdně českého jazyka,
- c) tří 45ti minutových lekcí týdně německého jazyka,

a to vše podle rozvrhu platného v den podepsání smlouvy, který tvoří nedílnou součást této smlouvy jako příloha č. 2, nedohodnou-li se strany smluvní jinak.

- 5. Místem plnění kurzů jsou prostory: Česko Britské Mezinárodní školy a Mateřské školy s.r.o., Rooseveltova 101, 779 00 Olomouc (dále též „ČMBŠ a MŠ“).

III.

Povinnosti poskytovatele

1. Poskytovatel se zavazuje k řádnému poskytování předmětu závazku, resp. dodržení povinnosti náležité odborné výuky.
2. Poskytovatel se zavazuje poskytovat plnění včas, dodržovat stanovené termíny podle čl. II. odst. 4 této smlouvy. Rovněž se poskytovatel zavazuje poskytovat plnění kvalitně a komplexně.
3. Poskytovatel se zavazuje do 30 dnů ode dne účinnosti této smlouvy předložit příjemci plán výuky.
4. Poskytovatel se zavazuje provést kontrolu kvality výuky způsobem dotazníkového šetření účastníků kurzů a v případě připomínek týkajících se realizace kurzů, odborné úrovně apod., zjednat bez zbytečného odkladu nápravu.
5. Poskytovatel se zavazuje zajistit BOZP školení pro všechny lektory zajišťující výuku dle této smlouvy v ČBMS a MŠ a předložit příjemci potvrzení provedeném školení, to vždy do 3 dnů od nástupu nového lektora.
6. Poskytovatel se zavazuje doložit u každého lektora realizujícího kurz potvrzení o bezúhonnosti dle školského zákona a to vždy do 1 měsíce od započetí s realizací kurzu, tato povinnost se nevztahuje na krátkodobý zástup v rozsahu trvání dvou po sobě následujících týdnů. V případě lektora s trvalým bydlištěm mimo území EU potvrzení o bezúhonnosti ze země původu.
7. V případě, že má lektor trvalé bydliště mimo území EU, se poskytovatel zavazuje doložit příjemci povolení k pobytu a povolení k vykonávání zaměstnání na území ČR dle zákona o zaměstnanosti.
8. Účast lektorů na pedagogických poradách v rozsahu podle čl. IV. odst. 3 této smlouvy probíhá v režimu vnitřních norem Česko Britské Mezinárodní školy a Mateřské školy s.r.o., které tvoří nedílnou součást této smlouvy jako příloha č. 1. Ostatní nezbytná komunikace související s realizací této smlouvy probíhá formou e-mailů mezi osobami oprávněnými ve věcech realizace této smlouvy.

IV.

Cena a platební podmínky

1. Příjemce se zavazuje zaplatit poskytovateli za každý z kurzů vzájemně dohodnutou smluvní cenu ve výši **380,- Kč** za 45 minut výuky, **465,- Kč** za 55 minut výuky a **507,- Kč** za 60 minut výuky.
Výše uvedené ceny jsou bez DPH (Kč). DPH bude účtována dle účinných

právních předpisů ke dni uskutečnění zdanitelného plnění.

2. Cena zahrnuje veškeré a konečné náklady spojené se sjednaným a uvedeným rozsahem závazku. Učebnice a materiály pro lektory kurzů (učitele) hradí poskytovatel. Materiály pro účastníky kurzů včetně učebnic apod., hradí příjemce.
3. Cena zahrnuje účast lektorů na pedagogických poradách v celkovém rozsahu 3h za jednoho lektora v jednom školním roce. Příjemce se zavazuje zaslat termín pedagogických porad poskytovateli a jednotlivým lektorům písemně minimálně 10 pracovních dní před konáním každé porady; smluvní strany berou podpisem této smlouvy na vědomí, že porady jsou konány v jiném čase, než na který připadá realizace kurzů a účast lektorů tak není povinná, nýbrž dobrovolná.
4. Fakturace proběhne po částech na základě dílčích faktur, vždy po ukončení kalendářního měsíce, a to do 10. (slovy: desátého) dne kalendářního měsíce následujícího po měsíci, v němž byl kurz poskytován, přičemž přílohou faktury bude vždy výkaz práce lektora za předcházející kalendářní měsíc.
5. Dílčí faktura musí mít náležitosti daňového dokladu podle zákona č. 235/2004 Sb., o dani z přidané hodnoty, ve znění pozdějších předpisů, a náležitosti stanovené v ust. § 435 zákona č. 89/2012 Sb., občanský zákoník, ve znění pozdějších předpisů, a zákona č. 563/1991 Sb., o účetnictví, ve znění pozdějších předpisů. Pokud faktura nesplňuje zákonem stanovené náležitosti, je příjemce oprávněn fakturu poskytovateli ve lhůtě splatnosti vrátit a lhůta splatnosti poté běží od doručení nové (opravené) faktury příjemci. V takovém případě nelze uplatnit zákonné příslušenství (úrok z prodlení). Lhůta splatnosti počíná opět běžet ode dne doručení opravené faktury.
6. Splatnost dílčích faktur se sjednává v délce 14 dnů ode dne jejich vystavení.

V.

Další podmínky smlouvy

1. Příjemce je oprávněn kontrolovat poskytování služeb na kterémkoli stupni a vytknout vady služeb poskytovaných poskytovatelem při plnění kurzu podle této smlouvy.
2. Uplatnění vad poskytované služby musí uplatnit příjemce neprodleně při jejich zjištění. Poskytovatel provede vyhodnocení vady do 7 dnů ode dne jejího uplatnění. V případě oprávněného uplatnění vad musí poskytovatel okamžitě sjednat nápravu.
3. Příjemce si je vědom skutečnosti, že v případě, že službu zruší v době kratší než 12 hodin před plánovaným poskytnutím dílčí služby, je povinen takovou službu uhradit v plném rozsahu.
4. V případě, že poskytovatel nebude schopen zajistit v některém z týdnů výuku v rozsahu dle čl. II. odst. 4, oznámí tuto skutečnost příjemci bez zbytečného odkladu. V tomto případě je poskytovatel povinen uskutečnit po dohodě s příjemcem výuku v jiném týdnu, případně se dohodnout s příjemcem, že výuka nebude realizována vůbec.
5. V případě prodlení příjemce s úhradou dílčí faktury je tento povinen uhradit poskytovateli úrok z prodlení v zákonné výši.
6. V případě, že poskytovatel nezajistí z důvodů na své straně v souladu s odst. 4 tohoto článku náhradní výuku po dobu delší jak dva po sobě následující týdny bez náhrady nebo se nedohodne s příjemcem na tom, že výuka nebude realizována, je povinen uhradit smluvní pokutu ve výši 4.500,- Kč za každé takovéto porušení smlouvy.
7. V případě, že příjemce zruší poskytování služeb kteréhokoliv kurzu v rozsahu dvou po sobě následujících týdnů (do této doby se nezapočítávají školní prázdniny) je povinen uhradit poskytovateli smluvní pokutu ve výši 4.500,- Kč za každé takovéto porušení smlouvy.

VI.

Odstoupení od smlouvy

Poskytovatel je oprávněn od této smlouvy odstoupit v případě prodlení příjemce s úhradou dílčí faktury déle jak 30 dnů.

VII.

Závěrečná ujednání

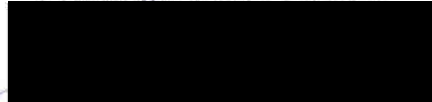
1. Smlouvu je možno měnit nebo doplňovat pouze písemnými datovanými vzestupně číslovanými dodatky podepsanými oběma smluvními stranami.
2. Smlouva je sepsána ve čtyřech vyhotoveních s povahou originálu, z nichž každá ze smluvních stran obdrží po dvou vyhotoveních.
3. Smluvní strany berou na vědomí, že tato smlouva včetně všech jejích příloh a případných dodatků podléhá povinnému uveřejnění podle zákona č. 340/2015 Sb., o zvláštních podmínkách účinnosti některých smluv, uveřejňování těchto smluv a o registru smluv (zákon o registru smluv), v aktuálním znění.
4. Tato smlouva je uzavřena dnem jejího podpisu oprávněnými osobami obou smluvních stran a nabývá účinnosti dnem jejího uveřejnění v registru smluv v souladu se zmíněným zákonem.
5. UP, která uveřejnění smlouvy v registru zajistí, informuje druhou smluvní stranu o jejím uveřejnění neprodleně po něm na kontaktním e-mailu druhé smluvní strany uvedeném v záhlaví této smlouvy.
6. Smluvní strany berou na vědomí, že si nezačnou poskytovat žádné plnění na základě této smlouvy přede dnem její účinnosti.
7. Právní vztahy v této smlouvě výslovně neupravené se řídí zákonem č. 89/2012 Sb., občanský zákoník, ve znění pozdějších předpisů.
8. Nedílnou součástí této smlouvy je příloha č. 1 vnitřní normy Česko Britské Mezinárodní školy a Mateřské školy s.r.o a příloha č. 2 s názvem Rozvrh kurzů vyučovaných lektory UPLIFT.

V Olomouci dne 2. 10. 2017



Petr Pospíšil, M.A.
ředitel

V Olomouci dne 2. 10. 2017



Mgr. Michaela Čakányová
ředitelka

Pověření

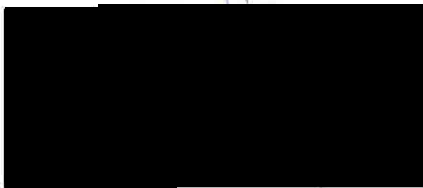
Univerzita Palackého v Olomouci, Filozofická fakulta, se sídlem Křížkovského 511/10, 771 47 Olomouc, IČ 61989592, děkan doc. PhDr. Jiří Lach, Ph.D., M.A., pověřuje tímto, na základě Statutu Jazykové školy Univerzity Palackého v Olomouci,

Mgr. Michaelu Čakányovou, nar. 

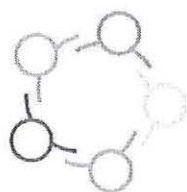
zaměstnankyni Filozofické fakulty UP – ředitelku Jazykové školy Filozofické fakulty Univerzity Palackého v Olomouci, k podepisování smluv o poskytování jazykového vzdělávání v rámci doplňkové činnosti provozované na základě živnosti „*Mimoškolní výchova a vzdělávání, pořádání kurzů, školení, včetně lektorské činnosti*“ realizované Jazykovou školou Filozofické fakulty Univerzity Palackého v Olomouci.

Toto pověření je účinné od 1. 7. 2014.

V Olomouci dne 1. 7. 2014


Doc. PhDr. Jiří Lach, Ph.D., M.A.
děkan FF UP

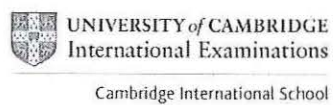
Príloha číslo 1



International
School
Olomouc

Teachers' Handbook

Pracovní řád



Welcome to the International School Olomouc

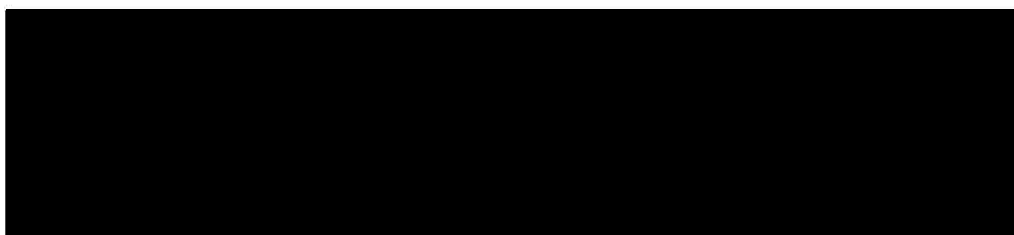
This Teacher Handbook has been prepared to serve as a guide and reference for teachers. Its purpose is to familiarize you with school policies, operating procedures and benefits. This manual and your Contract will enable you to understand your responsibilities and enjoy your experience at ISO.

Since the International School Olomouc is international and private in nature, it does not necessarily conform to one particular national system. Our policies and procedures are in some parts governed by the Czech law as well as by standards for British schools overseas issued by the Department of Education in the UK.

The school is an accredited member of Council of British International Schools, registered Cambridge International School offering children widely recognized Cambridge Qualifications. We are also a member of the International Primary Curriculum (IPC) which is a modern and active curriculum.

Please, feel free to ask questions about the contents of this handbook. It is important that all the teachers understand and respect the school's expectations for staff to ensure consistency and communication.

Yours Sincerely,



Petr Pospíšil & Markéta Pospíšilová Musiolová
Directors

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SECTION 1

Mission Statement

"At our school we put children first. Our primary focus is to provide broad and balanced education in a family environment where everybody feels safe and where the potential of every single child can flourish. We are committed to excellence and our mission is to help children learn better and help them to become 21st century global citizens."

"The school accomplishes its mission through a variety of educational philosophies and methods with an emphasis on development of subject, personal and international goals. We strongly value individual approach and strive to create positive and supportive atmosphere in which children's knowledge, skills and understanding is formed by excellent staff working with close partnership with parents."

Philosophy and aims

Educational Philosophy of International School Olomouc

The purpose of International School Olomouc is to provide an educational program in English, based on a wide variety of research-based educational philosophies and methods. In addition, we strive to support development of each child's mother tongue as well as the culture of the home country. The school is dedicated to helping students make full use of their intellect and to develop character traits that will make them valued citizens of their nations and of the world community.

Furthermore, we believe that international mindedness is an attribute that is going to be central to the lives of children who may:

- travel more
- work away from their home country in different cultural settings
- work in their home countries but for organizations operating within different cultural parameters
- live in their home countries but alongside increasingly diverse cultures
- be a part of solving world problems, such as the environment, that require the contribution of different cultures

- live in a world that is influenced significantly by events generating from within cultures other than their own

At International School Olomouc we also believe that:

- A child is a unique individual, possessing dignity and worth;
- A child develops physically and intellectually at a rate that is singular to him/her, and each child has *different learning styles* and *multiple intelligences*;
- Education is a gradual process which starts in the home, is enhanced through the school, and continues throughout life;
- Formal education is a shared responsibility between parents and the school;
- A school should provide a safe environment which nurtures social and emotional well-being;
- A school should strive to educate the **whole child**, providing experiences in intellectual development, physical exercise, aesthetic appreciation, creative production, social cooperation, and character formation;
- A quality educational program provides challenges for all students with support for students with special needs;
- An international school should foster respect and understanding among individuals from diverse backgrounds and cultures;

Educational Aims

In keeping these beliefs, the school will:

- provide students with good quality all round education from Nursery level to Year 10 that will:
 - develop mastery of essential **subject specific skills** in literacy, numeracy, science, geography, history, art, music, physical education, IT and technology
 - provide an opportunity to develop **social and personal skills**, emphasizing respect for all people
 - uniquely, provide all learners with an opportunity to develop **international mindedness** and understanding;

- base the curriculum on the courses followed at **British international schools** to facilitate transfer from and to other UK and International schools
- sustain and develop learners' abilities in the **mother tongue** as well as the **Czech language** and understanding of Czech history, geography and wider culture to facilitate transfer to Czech and home country schools
- cultivate students' appreciation for and **enjoyment of learning** so that education becomes a life-long endeavour;
- promote **active learning approach** and the use of new technologies to help students to improve their work habits and to take responsibility for their own learning
- identify and respond to individual needs and provide appropriate educational programme enabling all children **to achieve full potential**
- create **positive learning environment** in which children feel safe, where discipline is firm but not repressive and where children, staff and parents develop good relationships forming a strong community
- deliver educational programme through employment and development of **good quality staff** who are well-qualified and enthusiastic professionals
- facilitate **student enrichment** via the historic and cultural location of the school and through the varied backgrounds of its student body and faculty;

Educational programme

The educational programme at our school is delivered through English; however, families need to understand the importance of native language development and of their own nationality and culture. For children who are Czech nationals the Czech first language and culture classes are compulsory.

To achieve the above mentioned aims, the School will provide:

An **Early Years Programme** (in Preschool, grades – Nursery & Reception) which:

- is based on these fundamental believes that:
 - the experiences children receive in their early years are critically important in terms of their future development;
 - children's welfare and their right to a secure, healthy and happy childhood are paramount
 - the quality of children's early experiences affects their whole development;
 - what children can do, rather than cannot do, is the starting point in the child's education;
- develops children's skills and attitudes through a structured play;
- nurtures the continuous development of each child's knowledge, skills and understanding in a positive learning environment;
- is organized in self-contained classrooms with heterogeneous grouping;
- provides a holistic educational experience that doesn't create artificial boundaries;
- is based on clearly defined learning outcomes covering four different strands (independence and interdependence, communicating, exploring, healthy living)
- is organised around themes that will interest children and that correspond to each of the four strands.

A Primary Programme (in Junior School, grades – Y1 to Y6) which:

- Develops students' knowledge skills and understanding of content through an interdisciplinary, theme-based, holistic approach to learning;
- Encourages active, hands-on learning to promote student understanding;
- Is organized in self-contained classrooms with heterogeneous grouping;
- Nurtures the continuous development of each child's knowledge, skills and understanding in a positive learning environment;
- Builds upon the diverse experiences and cultural backgrounds of its international student body;
- Provides support for ESL students;
- Offers opportunities for aesthetic experience and creative expression through specialist instruction in music, art, physical education, computer/technology and library

A Lower Secondary Programme (In Senior School, grades Y7 – Y10)

- Develops students' knowledge skills and understanding of content through subject learning following the national curriculum in England focusing on a holistic approach to learning;
- Give children a wide range of experience to facilitate their interest in various curriculum area and help them to identify strong areas for future learning career
- Is organized in self-contained classrooms with heterogeneous grouping;
- Nurtures the continuous development of each child's knowledge, skills and understanding in a positive learning environment;
- Builds upon the diverse experiences and cultural backgrounds of its international student body;
- Provides support for ESL students;
- Offers opportunities for aesthetic experience and creative expression through specialist instruction in music, art, physical education, computer/technology and library

English as a Second Language Provision

The majority of our students are not native English speakers. During any given year, a significant number of our student population will require some degree of assistance in becoming fluent in the English language.

For every new child for whom English is an additional language depending on previous knowledge and skills we offer some degree of support the child needs to become fully part of the mainstream classroom. This is in the form of two to three extra individual ESL lessons per week lasting for one or two terms or even a full year.

The aim is to enable each child to develop language skills so that they can quickly access the curriculum and spend as much time as possible with other classmates.

Czech first language and culture classes

Czech first language and culture classes are compulsory for children who are Czech nationals. In order to meet the statutory requirements Czech children learn their native language and they also learn about the history and geography of the Czech Republic in Year 5 and 6. In the Primary in Y2 when children become compulsory school age they can register with the Slunicko School.

We also work in a close partnership with *ZŠ a MŠ Sluníčko s.r.o.* from Lipník nad Bečvou which is a Czech semi-private primary school. Slunicko School is providing the necessary support for the Czech students to meet all the legal requirements for Czech children of compulsory school age.

The Slunicko School provides standards for the Czech programme at our school. Children take the Czech language exams twice in a school year and History & Geography exam at the end of the primary years. The Slunicko School also issues official reports (vysvědčení) based on each student's performance in these exams.

Other native language classes

We also strongly encourage development of other native languages at our school. Instruction in a native language can be arranged on demand.

Extra-curricular Activities and Clubs

Throughout a school year the programme of extra-curricular activities includes regular educational visits to local theatre as well as other points and places of interest to extend and develop the learning experience. To support further personal

development we organize each year a week long residential trip either to enjoy skiing in the local mountains or to take part in an exciting Summer Camp programme. These activities are an excellent and valuable addition to the standard curriculum.

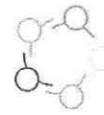
School also provides an **extra-curricular clubs** several times per week. The choice will be determined based on both the availability of instructors and parents interests. Children who are registered to attend the ASC will be returned to the classroom and may be picked up from the ASC later.

School structure

SCHOOL STRUCTURE					
(Czech vs. England / International)					
Czech System		Age at Entry	England / International System		
Czech National Curriculum	Grades		Grades	Cambridge & IPC	National Curriculum for England
MŠ	Toddlers	1 – 2	Pre/Nursery	IPC EY	FS1
	MŠ	3	Nursery		FS2
	MŠ	4	Reception		
	Předškolní	5	Y1	CP	KS1
I. stupeň ZŠ (první období)	1. třída	6	Y2	Milepost 1	KS2
	2. třída	7	Y3	CP	
	3. třída	8	Y4	Milepost 2	
I. stupeň ZŠ (druhé období)	4. třída	9	Y5	CP	
	5. třída	10	Y6	Milepost 3	
II. stupeň ZŠ	6. třída	11	Y7	CS1/KS3	KS3
	7. třída	12	Y8		
	8. třída	13	Y9		
	9. třída	14	Y10		

Our facility has enough space to cater for cca 120 students and the school is organized into three separate but articulated sections:

- **Preschool** (grades – Nursery/Reception) – Rooseveltova 101, Olomouc Nové Sady
- **Junior School** (grades – Y1 to Y6) – Sokolovská 76/6, Olomouc Klášterní Hradisko
- **Senior School** (grades – Y7 to Y10) – Sokolovská 76/6, Olomouc Klášterní Hradisko



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In addition to a regular classroom space there is a gym tent and a large outdoor sporting playgrounds within the school compound that we regularly use for PE lessons as well as other activities. We have advanced information technology equipment; each classroom is equipped with an interactive white board and access to the Wireless Internet is in all learning areas. There is also designated space for the school library. All our books are electronically stored and may be requested to loan by any school community member.

SECTION 2

Staffing Philosophy and Aims

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

The School's specific personnel service goals are to:

- Recruit, employ, and retain the best qualified personnel available;
- Provide equal employment opportunities for all candidates;
- Foster human relationships conducive to high levels of staff performance and satisfaction;
- Assign available staff as effectively as possible to achieve the School's stated aims;
- Update job descriptions and handbooks in accordance with the School's development;
- Conduct an employee evaluation program that contributes to the improvement of staff performance and professional development;
- Provide a professional development program that supports teachers' learning while supporting ISO's goals.

Guiding Principles for all Staff Members

All members of Staff of the International School Olomouc shall:

1. Be motivated primarily by an earnest desire to serve ISO and the children it educates;
2. Maintain a student focus in all decision-making;
3. Be responsible to ISO rather than any individual group or agenda;
4. Establish, in partnership with ISO's Directors and colleagues priorities and procedures for ISO which are consistent with ISO's Mission;
5. Honour decisions once made (*even if you disagree with certain practise it is not professional to disclose internal information to parents or other people*)

Code of Conduct for all Staff Members

Members of Staff agree to abide by the following general Code of Conduct:

1. Respect the confidentiality of privileged information and not discuss confidential matters outside of school;
2. Respect the authority of the Directors to implement the policies of the Board;
3. Consider all viewpoints and listen to the opinions of other Staff members and other parties when giving input to the decision making process;
4. Communicate honestly and share with other Staff members information relating to matters with which the Staff is or should be concerned;
5. Treat other Staff members with respect and consideration;
6. Avoid any conflict of interest and avoid raising individual concerns or matters unless implications to School policy or procedures are involved.

Behavior and Code of Conduct

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees any member of staff.

Staff needs to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an individual language lesson it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

Communication with Pupils

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSMS informed and, if appropriate, a copy placed in the Child protection folder

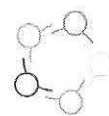
Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSMS who will decide what to do next.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.



Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Daily conduct requirements for staff

Attendance and Timekeeping

Should a staff member need to be absent or expect to be late for any reason, he/she should ask their Head of School in advance when possible. If this is not possible, he/she is asked to contact the Head of School the earliest opportunity.

Smoking

To promote a healthy and pleasant working environment and because of the fire risk, smoking is not allowed anywhere on site.

Alcohol and Illegal Drugs

Consumption of alcohol or illegal drugs is not permitted on site.

Security

Staff must not remove any school documents from the site nor take any photographs without due permission.

Mobility and Flexibility

Due to the demands and nature of the school, staff should be prepared to transfer upon request within schools either temporarily or permanently, to undertake work of a different nature, providing it is reasonable and safe to do so and the staff member is adequately trained.

Use of Mobile Phones and Cameras

Photographs will only publish photographs of children with their parents' permission (provided in writing via consent form). Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on school cameras. They must then be downloaded onto school computers, where they will be monitored. Photos cannot be used or passed on outside the school.

Creating a Positive School Environment

It is our aim to create a positive school environment. Creating a healthy school climate involves developing a school community where all members share a set of essential values and support a common purpose or aim. It encompasses the way things are done and is a reflection of the values, beliefs, and shared understanding of school personnel, students, parents, and others involved in the school community.

The establishment and maintenance of a positive school environment require on-going attention and effort from all within the school community.

Teachers and students need to function in an environment which is conducive to learning. Parents need confidence that their children are experiencing such an environment.

Honesty:	Telling the truth; meaning what you say.
Responsibility:	Carrying out your obligations or duties; answering for your own actions.
Mutual Respect:	Treating everyone, including yourself, with dignity. Having respect for yourself, others, and your own and other people's property.
Empathy:	Identification with and understanding of another's situation, feelings, and motives by incorporating compassion, consideration, kindness, and charity.

We are a community of people who rely on each other and trust each other. It is our joint responsibility to create and protect the well being of each member of our group and the greater good of our community. Consequently, there are certain expectations and rules to which we are all held accountable.

All rules related to each other, the school, and our community are logical extensions of these basic expectations, and are explained and enforced in those terms.

All members of the school community must respect the sensitivities and well being of others. Any form of disrespect, any humiliation, threat or violence toward another person is contrary to the spirit of the school.

Core Teaching Standards for ISO Teachers

Teaching

1) Set high expectations which inspire, motivate and challenge pupils

- a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2) Promote good progress and outcomes by pupils

- a) be accountable for pupils' attainment, progress and outcomes
- b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- c) guide pupils to reflect on the progress they have made and their emerging needs
- d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e) encourage pupils to take a responsible and conscientious attitude to their own work and study

3) Demonstrate good subject and curriculum knowledge

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4) Plan and teach well-structured lessons

- a) impart knowledge and develop understanding through effective use of lesson time
- b) promote a love of learning and children's intellectual curiosity
- c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d) reflect systematically on the effectiveness of lessons and approaches to teaching
- e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5) Adapt teaching to respond to the strengths and needs of all pupils

- a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6) Make accurate and productive use of assessment

- a) know and understand how to assess the relevant subject and curriculum areas, including Cambridge and Czech statutory assessment requirements
- b) make use of formative and summative assessment to secure pupils' progress
- c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7) Manage behaviour effectively to ensure a good and safe learning environment

- a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8) Fulfil wider professional responsibilities

- a) make a positive contribution to the wider life and ethos of the school
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- d) communicate effectively with parents with regard to pupils' achievements and well-being

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

- c) showing tolerance of and respect for the rights of others
 - d) not undermining fundamental western values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- 2) **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.**
- 3) **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

Classroom Responsibilities

Teachers are expected to follow the curriculum guidelines that have been outlined for each grade level/subject area and Milepost. **Teachers must establish a long & mid-term curriculum plans for each of their subjects.**

Good teaching is dependent on good planning, and daily lesson plans should also be kept. In case of illness, these lesson plans become extremely important. Therefore, they must be clear enough for a substitute to decipher and use for instruction. The respective Head of School may require his/her teachers to send a lesson plan via e/mail if absent.

Teachers are responsible for maintaining their classroom in a neat and orderly fashion. Learning displays of student work are a part of an effective classroom environment and should be maintained, reviewed and changed on a regular basis to support students' learning.

Purchases of stationary or resources are normally done twice a year through bulk orders to which staff and namely subject heads can contribute. In case of any additional purchases of materials teachers must seek approval from the management and agree individual budget.

Before leaving each day, teachers should make sure their room is left in proper fashion, i.e., papers are picked up, student desks are cleared, lights are turned off and windows are closed.

Students' Folders and Development Portfolios

It is an imperative that teachers maintain student's materials in proper fashion. Teachers should encourage pupils to take full responsibility in maintaining their folders in a neat and orderly fashion. The School Office will provide all the necessary resources, folders, organizers and plastic pockets for teachers to help children maintain their worksheets materials and other resources neatly organized.

As part of students' learning each student will develop his/her own Learning Portfolio. This portfolio should monitor the learning of each child attending ISO.

Teachers should encourage and help children to collect and produce evidence of their own learning across different subjects and years.

The Learning Portfolio is an integral part of every child's long term assessment.

Homework

The primary purpose of homework is to contribute to the progress of students by reinforcing, maintaining, extending, and enriching the classroom program.

Assignments should be given to meet individual or group needs.

- Individual needs: students who require extra practice or additional time or who have been absent, or who have modified programs.
- Group needs: assignments based on the extension of class work that will strengthen and clarify skills, or extend or enrich areas of learning.

Assignments should be clearly explained to the student with respect to their length and the time required for their completion.

Realistic time schedules, guidelines, and expectations will be given for long-term projects and assignments. In both the Junior and Senior School, major projects and activities that require extended research and collaboration should be completed at school.

It is not the philosophy of the School to give homework as a punishment. Respective Head of School is also responsible for monitoring the homework process to ensure that there is an effective system of communication among teachers. Teachers should be aware of major assignments so students are not overloaded.

For more information on the school's Homework policy, please, see the Teaching and Learning Policy.

Tutoring

In some cases teachers may recommend to parents that a student receive academic tutorial help outside school hours.

Teachers must refer any tutoring needs to the Head of School – they should not be involved in making arrangements for tutoring directly with tutor.

A teacher should not tutor one of his/her regular students for pay. The parents, for Head's approval, must submit a written request and acceptance for tutoring.

When receiving remuneration for tutoring students, the lessons must be:

- conducted outside regular school hours
- arranged entirely between the parents and teacher with the Head of School involved

Professionalism

To maintain a professional quality of education, sensitive school matters should only be discussed with those involved. It is unprofessional to talk about a certain child's progress or lack of it to someone not connected with the education of that child. Discussions about students with other staff members should be limited to a precise problem and its potential solutions. Such conversations must be kept confidential. "Staff room" conversations should not find their way to places they were not intended. This applies to matters concerning colleagues and parents.

It is unprofessional to discuss individual concerns or matters concerning the school policies and procedures directly with children.

Safeguarding & Child protection

Although the words 'Safeguarding' and 'Child Protection' are often used interchangeably, they have different meanings.

- **Safeguarding** is what we do for all children and is everyone's responsibility. Safeguarding should be child centred and should be based on a clear understanding of the needs and views of children.
- **Child Protection** refers to the procedures we use for children at risk of significant harm or who have been harmed.

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for

them. The welfare requirements are designed to support all management and staff in creating a school which is welcoming, safe and stimulating, and where children are able to enjoy themselves, to grow confidence and to fulfil their potential. For more information on safeguarding and child protection matters see the Safeguarding & Child Protection policy.

Curriculum

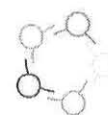
- We introduce key elements of child protection into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Failing to collect a child

In the event of a parent/guardian or any other permitted person failing to collect a child, every effort will be taken by members of staff to contact that person as soon as possible. If none of these people can be contacted then the staff will wait another 45 minutes. After that the staff will make another attempt to contact a parent/guardian or any other permitted person. If all attempts to contact a parent/guardian, permitted person or emergency contact fail, then contact the senior personnel who should inform the local child protection authority. Preschool teachers also need to consult the Parents Handbook to see the detailed procedure described.

Child going missing

In the event of a child going missing from the school, or being lost on a field trip, a thorough search of the area will be conducted. The senior staff (or deputy if appropriate) will contact the police immediately after these two points have been exhausted. The police will then be able to advise the Directors (or deputy) on the next steps to take. See the Lost Child Procedure for more information.



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The School follows its procedures for student absence should a student not appear for morning registration. However, if the student is known to have been on the School site but has subsequently become unaccounted for, then procedures outlined in the **Lost Child Procedure** will be followed.

SECTION 3

Daily Schedule

School academic programme may start as early as 07:00 in Junior & Senior Schools, 8:45 in Preschool. All Junior School pupils can be admitted as early as 07:30. If an early morning class is scheduled in the timetable, children are admitted to class just before the start of the lesson.

Preschool starts at 7:30 each day. The drop in period for parents is between 7:30 and 8:30.

Parents or adults transporting children to school must accompany children in Nursery/Reception to their classroom door. Children in MP1, MP2 & MP3 (Y3 – Y6) who arrive early may wait quietly in their respective classrooms.

School ends at:

13:50 or 16:30 for Junior & Senior students (depending on the schedules)

12:30 (half day attendance) or 16:30 for Preschool children

Though arrival and departure times for teachers are not “set in stone”, all teachers should be in classrooms by 07:30, prepared and available to meet their students as they arrive. After school, teachers should be available to meet both parents and students who may have questions or may need additional assistance.

The arrival time does not apply to the Nursery/Reception teachers as their schedule is based on the specific shift patterns.

Dress

Teachers are role models and students will follow their lead. Teachers must therefore dress appropriately. Teachers are expected to dress in clothes that are functional, comfortable, and clean, that presents a good image to our students and parents. Both jeans and shorts may be worn as appropriate (e.g. field trips).

ISO Dress Code

The following expectations for staff and student dress have been established to promote a safe and optimum learning environment.

- Shirts, blouses, and dresses must completely cover the abdomen, even when reaching. Shirts or tops must cover the waistband of pants, shorts or skirts.

- Hats may not be worn in the building, except for academic or extra-curricular activities.

The school administration reserves the right to determine whether a staff member or student's attire is within the limits of decency or modesty.

ISO Newsletter

Our school releases a monthly newsletter. The main goals are: to promote the school, inform parents, and educate all our readers. All staff members coordinate with each other to bring articles in each newsletter that promote the achievements and hard work of our students, to inform parents about announcements/events/updates, and to educate readers about the British International education model. Each newsletter contains a note from the management, a look at past events and achievements, notice of upcoming events, an in-depth educational article about teaching and learning or health and safety, and a miscellaneous piece.

Staff Meetings

Teachers should be available for **staff meetings every three weeks until 17:00** and other meetings including subject meetings, performance management meetings, events meeting and induction meetings, which are always scheduled in at least a week in advance.

The purposes of staff meetings (planning sessions) include:

- Participating in staff development sessions organized by the school and/or a staff member;
- Discussing current or future activities or programs;
- Planning future activities or programs;
- Discussing curriculum, teaching strategies, student assessment procedures, and similar items;
- Examining student work to inform curriculum revisions and the development of plans for teaching and assessment;
- Hearing and discussing staff reports related to courses, workshops, conferences;

- Meeting in small groups to discuss common issues.
- Discussing staff concerns, questions, or requests.

Work plan

The school issues for its teacher an academic calendar together with a work plan for the entire school year. The work plan specifies the teaching days, planned holidays and the additional working days (training days, preparation week, focused meetings, planning & preparation work).

For any given academic year the minimum number of teaching days in both junior and senior school is 190 and the maximum may not be higher than 193 days. For one full teaching year the number of days of paid holidays is 40. This may differ for preschool.

Working hours – Primary and Secondary

During the teaching days full-time teachers are required to be present at the work place from 7.30am to 2.30pm. (6.5 hours with half an hour lunch break) and as specified by the weekly timetable. For part-time teachers it is the equivalent to 6.5 hours per day and as specified by the teaching timetable for each week.

On additional working days teachers are required to be present at work for the standard 8 hours working day usually from 8.00am to 4.30pm (with half an hour lunch break). Individual arrangements can be agreed with the Head of School.

Preschool – according to set shifts.

Overtime hours

All staff (incl. support staff) who work above the standard working hours are entitled for each hour worked 125% of an average hourly rate as specified in the payslips. The extra pay is not the only possible way how to compensate the overtime hours. Subject to agreement with the Head staff may receive additional time of substitutive leave. This means that for one hour worked over time the employee is entitled to one hour of substitutive leave. In any given calendar year the maximum number of overtime hours may not exceed 150 hours. Every cover lesson above the approved number of lessons, as specified as in the weekly timetable for teachers, is regarded as an overtime lesson and must be recorded in the records of hours form in order to be remunerated.

Please, be aware that overtime hours can be allocated by the employer only or are subject to agreement between the employer and employee.

Employee who stays at work after the working hours without employer's knowledge for instance because of the slow internet at home or who stays later to make up for the working time lost during day in conversation with other colleagues is not entitled for overtime remuneration.

Overtime hours must be recorded in the Record of Hours form available for staff on school website ideally on the same day the overtime was incurred. Records of hours must be submitted by the last day of month in which the overtime hours were incurred. Records submitted after this date may not be compensated.

Leaving School during Working Hours

Given the extensive number of holiday days (40 full days of paid holidays). The teachers are strongly advised not to be absent during their contact time and term times. If it is really necessary for a member of staff to be absent during the teaching time or additional working time, there are set procedures that need to be followed.

In case of personal reasons and planned absences every member of staff needs to ask their respective head of school in advance to approve of the personal leave and, upon granted approval, the teacher has to fill in the '*Absence Record*'.

In case of a need to make an appointment with doctor which cannot be carried out outside of the teaching time, a member of staff needs to contact their respective head with a cover plan. In such an instance, the teacher needs to bring the slip from doctor (propustka) and submit it together with the "*Absence Record*" for the payroll purposes. In case of longer sick leave a teacher needs to leave their planning of learning activities for a supply teacher available.

Permission to leave is at the discretion of the respective Head of School and usually permission will be granted unless the Head has indicated on a previous occasion that requests are becoming too frequent.

The spirit of this rule recognizes that whilst teachers are contractually obliged to honour the working hours mentioned above, the demands of a school day may make it difficult to attend to "routine" obligations.

Extended Day Responsibilities

Teachers may be expected to accompany a class if there should be a school sponsored overnight trip (summer camp, skiing week, etc...).

Additional substitutive leave is allocated as compensation for overnight trips to event participants based on the organisational plan for the event. For eight hours of direct contact time with children there will be eight hours of substitutive leave. The dates for the substitutive leave are determined by the employer.

Participating staff should sign a form stating that they agree with such compensation.

In exceptional circumstances the Head may approve of paid compensation for overnight trips rather than hours of substitutive leave.

Weekend School Time

If a teacher wishes to work at school during a weekend, it is entirely permissible. School doors are locked during the weekend. Please keep these doors locked. The respective Head of School can provide you with the necessary keys to your work area.

Also, please make sure when leaving that the school is locked, machines are turned off, windows are closed, and lights are turned off. When entering and exiting the building the entrance door used must remain locked and the alarm activated. In this way the School will always be secure. Hallway doors should remain locked.

SECTION 4

Local Field Trips

The School encourages field trips, field study and the use of the local community.

A field trip is defined as an educational activity that meets the following criteria:

- It has an identifiable educational objective;
- It includes adequate preparation and follow-up after the trip.

The Head of School must approve arrangements and schedules, at least **14 days** , **in advance in writing** (via e/mail), in case of outside Olomouc trips, suggestion should be done in September.

On all school-sponsored trips, a minimum of two adults must accompany the group. Parents are permitted and encouraged to assist the junior and senior school teachers during daylong trips.

Field study trips can be organized. The purposes of the field study trips are to enable students to study in an environment outside of school for a prolonged time period.

If organized, the field study trips are obligatory for all students.

Factors to Consider for Field Trips

- The closeness in time to other trips;
- The school calendar and special events schedule;
- The number of students and teachers involved;
- The ability to cover classes of the teachers going on the field trip;
- The cost to the students and/or the School.
- The arrangements for food (cancelling lunches)

Procedures for Field Trips

The teacher submits a field trip request indicating the date, intent, hours, plan, means of transportation and calculated budget to the Head **at least 14 days in advance of the trip**. The Head acts on the request.

- The trip leader informs parents in writing at least 1 week before the trip,
- The trip leader notifies the Head at least 5 days in advance about the trip time, number of students involved, number of parents involved and arrangements for any supplying (see HASPEV for ratio). Field trips will be posted in the Whole School calendar.
- The trip leader must arrange for a first aid kit to be taken to the field trip, collect all parents' contact telephone numbers and make sure that at least one participating teacher is trained in First Aid;
- The trip leader must fill in the risk assessment form for the trip

Requests for reimbursement for expenses incurred during the trip should be submitted to the School Office **not later than one week after the trip**. Later submissions will NOT be accounted for.

For more details, please see the field trips checklist.

Substitute Teachers

A substitute teacher is a teacher employed for a limited time in the absence of the regular teacher.

Whenever possible, a short-term substitute teacher should possess the same qualifications as the permanent teaching staff. It is desirable that short-term substitute teachers have prior teaching experience. Short-term substitute teachers are employed on a daily basis at a rate of compensation set by the School.

Qualifications for long-term substitute teachers should be the same as those of the regular teaching staff. A long-term substitute teacher is one who replaces a regular teacher for more than 10 consecutive student contact days.

Long-term substitute teachers are paid at a per day rate based on the appropriate step of the teacher's salary schedule, beginning with the 11th day.

In cases such as replacement for maternity leave; where it is known in advance that a long-term substitute teacher will be employed, the full salary will be paid from the first day of teaching.

A long-term substitute teacher who remains in one assignment for longer than two full terms is subject to all the policies and privileges of regular local hire professional personnel.

Staff members should make every effort to inform the respective Head of School in advance of their absence. The night before is preferable.

The Directors hire substitutes. Substitutes are selected from a list of approved substitutes. No private arrangements can be made between a teacher and a substitute, and all payments are made through the regular channels.

Teachers on short-term leaves of absence are required to leave lesson plans, roll books and seating charts in their desks for the substitute. In an emergency, teachers may dictate an outline of the day's work by telephone to the School Office, or they may send it in by hand (or by email) before the School opens on the day they must be absent. Teachers should have "emergency" lesson plans on file in the School Office or visibly displayed in the classroom in case of an unexpected absence.

All teachers who are absent must visit the School Office and fill out the proper form either prior to the absence or immediately after.

Qualified parents may be employed as substitute teachers.

Overnight School Trips

Annually the school organizes at least one overnight school trip. Teachers are required to be part of these programs and are required to assist in trip preparation and to act as chaperones on these trips.

Planning and preparing extra-curricular events & trips

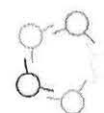
There should be always ONE event coordinator responsible for the residential trips and other extra-curricular activities. This however, does not mean that this person should do all the planning, preparing and organising of the work. Coordinator should be agreed upon prior to the event at a common meeting.

Event or trip coordinator should provide at least TWO months ahead a clear timetable/schedule with brief outline of activities and a list of resources (including human resources) to provide for safe and engaging personal development programme.

Together with the timetable/schedule there should be a clear budget presented at least ONE month ahead indicating cost per child (incl. staffing costs resulted from approved schedule, transport, accommodation, meals, extra activities)

In case of residential trips (ski camp, summer camp) the trip organisers together with the budget will submit to the Head a written agreement of participating staff stating they agree with the extra time and its compensation as 'substitution leave' (paid days off)

Decision to organise the event and information about the coordinator should be included in the event calendar published in September.



SECTION 5

Student Discipline

There are inevitably times when it may be necessary to impose disciplinary procedures. When problems of behaviour arise, they are dealt with according to regulations developed by the School. See the Behaviour Policy.

Exclusion from the classroom

Incidents of extreme behaviour requiring isolation/separation of a child are very rare and will always require support from the respective Head of School (or someone else in their absence).

Students presenting anti-social behaviour in a class will normally be dealt with within that class and expected to conform to class expectations. Repeated unacceptable behaviour will be reported to the respective Head of School.

In both Preschool, Junior and Senior School a place for a "time out" should be designated within the classroom. The emphasis is on the child taking responsibility for re-joining the class in a calmer or more positive state of mind.

If a Junior or Senior School student needs to leave the classroom to calm down, if possible the teacher should call the Head of School or any other person in his/her absence to come take the child from the class.

Under no circumstance should a Junior School child be left unsupervised (In PE students are asked to leave the activity but to remain in the gym). Sometimes the teacher may ask the student to go outside with her for a minute so they can discuss behaviour away from the rest of the class.

If there is a repeated pattern of behaviour from a student requiring this type of intervention, the Head of School should be informed.

SECTION 6

Report Cards

Grades and comments should accurately reflect the student's progress in relation to the program of studies in order to give the parents and future schools a realistic profile of the student.

The grading system conforms to the standards agreed upon by the staff and administration. The respective Head of School is responsible for reviewing all report cards and giving teachers immediate feedback.

When writing reports please try to:

- Use clear and simple language;
- Discuss the student's progress in relation to the curriculum;
- Discuss the student's personal growth and development;
- Include areas of strength and specific points in need of strengthening;
- Cite examples whenever possible, personalizing your statements for individual students;
- Proofread carefully and arrange for a colleague to proof-read again before submitting to the Head of School.

Termly reporting:

PRIMARY

- Approaches to learning – summative termly report
(termly marking scale: B, B/D, D, D/M, M)
- Social and Emotional – summative termly report
(termly marking scale: B, B/D, D, D/M, M)
- Cambridge English & Mathematics – formative progress report
(yearly marking scale: –B, B, B/D, D, D/M, M, M+)
- IPC Subjects Knowledge & Understanding report– summative termly report
(termly marking scale: B, D, M)
- IPC Subject Skills report – formative progress report
(two years marking scale B, D, M)
- Preschool

- – report cards are issued twice a year (January and June), showing prescribed areas of learning with LG and grades B,D, M.
- SECONDARY
- – report cards are issued three times a year
- – International Cambridge Programme (English, Maths, Science) formative progress report with end of the year percentage scores from the previous end of the school year test
- – National Curriculum Programme formative report with end of the year target given by the teacher

SECTION 7

Emergency Evacuation Plan

In the case of fire or any other type of emergency (bomb threat, national or local emergency, flood, adverse weather) children / pupils and staff must be prepared to evacuate the school buildings quietly without panic and in the least possible time.

Possible Reasons for Evacuation

- A fire in the school
- Extreme weather conditions
- Bomb threat

Fire Drills and Emergencies

Fire drills and Emergencies are explained and set in Fire Safety and Fire Prevention Policy. Teachers are obliged to be familiar with basic emergency procedures and exit routes and to model the required response and behaviour for their children / pupils.

For guidance on how to behave during other critical incidents please refer to *Critical Incidents and Adverse Weather Policy*.

In Case of Fire

On discovering a fire at the JS Building:

- Try to extinguish the fire on your own or in cooperation with other individuals with the fire extinguishers if the situation is safe
- Call out „FIRE/HOŘÍ“ in order to inform the fire marshal and the other individuals at the workplace about the fire
- Immediately evacuate the building under guidance of the fire marshal
- Using the nearest accessible exit lead the children out, the main and only exit entrance is the main entrance door
- Assemble at the fenced playground that is far away enough from the JS building
- Close all windows, doors behind you wherever possible

- **Do not** stop to collect personal belongings on evacuating the building
- **Do not** attempt to go back in and fight the fire
- **Do not** attempt to go back in if any children or adults are not accounted for

On discovering a fire at Preschool:

- Try to extinguish the fire on your own or in cooperation with other individuals with the fire extinguishers if the situation is safe
- Call out „FIRE/HOŘÍ“ in order to inform the fire marshal and the other individuals at the workplace about the fire
- Immediately evacuate the building under guidance from fire marshal
- Using the nearest accessible exit lead the children out, the main exit entrance is the main entrance door, another exit point is through the terrace door leading for the classrooms
- Assemble at the fenced playground that is far away enough from the PS building
- Close all windows, doors behind you wherever possible
- **Do not** stop to collect personal belongings on evacuating the building
- **Do not** attempt to go back in and fight the fire
- **Do not** attempt to go back in if any children or adults are not accounted for.

For full FS procedures please see the FS policies and other HaS related policies

In Case of a Local or National Emergency

In case of a local, national emergency an emergency alarm will sound. Children /pupils and staff will report directly to their classrooms to await further instructions. Everyone will be informed whether to remain on campus or evacuate the School. Procedures for such emergencies are prescribed in the document called “Pravidla při vzniku mimořádné události” that are specifically designed for Head Teachers trainings.

When it is unsafe to send children home

If the authorities believe it is unsafe to allow children to travel home, the children will be kept at the School and supervised by teachers until:

- ... it is safe to travel home or;
- ... his or her parent collects the child.

The School will endeavour to contact all parents by phone to explain what is happening and provide them with the opportunity to collect their children from the School.

In the case of a major emergency, we ask that parents not phone the school because this will congest the lines and prevent us contacting parents.

SECTION 8

The suitability of premises, environment and equipment together with the health and safety regulations are governed by the Czech legal requirements. Directors are responsible for ensuring that all legal requirements are being met.

Risk Assessment

A risk assessment is an important tool in protecting all staff, children and parents, by analyzing hazards and identifying risk reduction measures. The Directors ensure that suitable and sufficient risk assessments are carried out for all tasks, activities, locations and work activities that present a significant hazard in the school. The Directors plan for risk assessments to be carried out and review regularly (once a year). Regular risk assessments are carried out by a certified assessor, usually before the beginning of each school year. All staff members are required to participate in the risk assessment sessions through HaS Checklist

Security

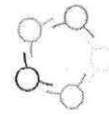
All professional staff will be issued keys for appropriate doors and areas. Staff members are responsible for these keys. In the event of any lost or stolen keys inform your Head of School immediately.

Teachers will be asked to assist the School by greeting strangers and questioning anyone you feel might not belong at the School. Please, report any suspicious person, parcels, bags or activity immediately to your respective Head of School.

The School has move sensors installed inside the building. It is connected to the security personnel and has to be activated (last person leaving the school is responsible for putting the security system on) after school and on weekends. All staff is issued his/her own personal code to operate the alarm box.

All exterior doors are locked during the school day. The only entry point is through the main door. During the day teachers (except ASC teacher) should not be letting people inside the building. It is the responsibility of the caretaker to operate the door communication.

Children are not allowed to use the buzzer and all staff makes sure that children do not leave the premises unsupervised unless a special permission had been granted by parents..



Loss or Damage to School Property

The School looks to its teachers to help prevent damage to or loss of school property and equipment. Teachers are held accountable for the supervision, use and storage of classroom furniture and equipment used in their classrooms. Teachers are required to inform the Director's as soon as damage to or loss of school property is discovered.

Classroom purchases

Approval for reimbursement of any materials purchased for use in your classes is **required prior to purchase**. No reimbursements will be made unless the Head of School have approved the purchase and have initialled the receipt. Please make every effort to submit approved requests for reimbursement to the School Office no later than two weeks after the date of purchase.

When teachers attend conferences and ask for sample materials, they are responsible for all costs incurred if the purchase has not been approved prior to the conference. Most U.S. companies do send materials free of charge, but U.K. companies generally charge for the material and the postage. Check with the Head of School prior to conferences for approval.

SECTION 9

Information Technology

We expect that all teachers are Information Technology literate at the International School Olomouc. Students in both Preschool, Junior and Senior School integrate Information Technology in their day-to-day class themes, and units using a variety of productivity software and education software that ties in with class/course curriculum. Computers are used as a tool for students to use to construct their own knowledge.

Computer Labs

All computers at ISO are connected to the Internet. A wireless infrastructure is also available in all classrooms and the entire school area.

All teachers have a desktop assigned and/or notebook and/or have access to one. Every MP classroom is equipped with a projector, interactive whiteboard. The School strongly encourages taking full advantage of the Whiteboard. Changes into the schedule in order to use the Whiteboard as necessary may be done after consultation with the Head of School.

There is a copy machine and a printer that is connected to the network and documents can be printed from any computer connected to the local area network (LAN).

Acceptable Use Agreement

The International School Olomouc believes that the Internet offers vast, diverse, and unique resources to students, parents, faculty and staff. Our goal in providing Internet access is to promote educational excellence by facilitating innovation, communication, and collaboration.

We firmly believe that the value of the information and collaborative tools available on the Internet far outweigh the possibility that users may procure material that is not consistent with the educational goals of the school.

It is expected that all students, faculty and staff at the International School Olomouc uphold their responsibility in the acceptable use of the Internet. Penalties for irresponsible use of the Internet may include suspension or dismissal from school.

Terms & Conditions of Use

The purpose of the Internet is to support teachers and student learning by providing access to unique resources and tools that support collaborative work. The use of this resource must support academic course work. Misuse of the Internet is prohibited, and includes copyright violation, plagiarism, and the creation and/or dissemination of threatening or obscene material.

Users are expected to abide by the generally accepted ***Network Etiquette***, which includes but is not limited to:

- Being polite and respectful to others.
- Treating school resources with care and respect.
- Using appropriate language and refraining from using vulgarities or abusive language.
- Maintaining the privacy of personal information, including passwords, home addresses, and phone numbers.
- Avoiding utilizing the school's network in such a way that would disrupt its use by others.
- Avoiding illegal activities.

Vandalism, defined as any malicious attempt or act to harm, deface, tamper with, or destroy school networks, hardware, software, or other user's files and data, is strictly forbidden. This includes, but is not limited to, the creation, uploading, or downloading of computer viruses or other malicious software.

Acceptable Use Agreement Consequences

The use of school IT resources and services, including access to the Internet, is a privilege, not a right. Failure to abide by the school's **Acceptable Use Agreement** will result in one or more of the following:

- The revocation of these privileges,
- Appropriate disciplinary action by the Directors of the school,
- A possible recommendation for expulsion from the school,
- The notification to the appropriate legal authorities for possible prosecution, if required,

- The users are held responsible for damages to all IT equipment, networks, and hardware or software systems resulting from deliberate or wilful acts of vandalism.

E-Mail

All teachers are given a school e-mail account that is also a registered Google account. The e-mail accounts can be accessed off campus via the Internet web page mail.ischool.cz (the user name is the entire e-mail address including the domain ischool.cz)

It is an expectation for teachers to view on a regular basis your e-mail account where important administrative news, notices, and procedures are sent by the Directors.

Communication with parents or any other communication regarding school matters can only be done from school a approved ischool.cz email account. Also info@ischool.cz email MUST be included in the blind CC field for any communication with parents.

Google Drive and Calendars

All teachers have online access to Google drive where all important school policies, forms, tables and other materials and documents used for collaboration are stored. Teachers use Google Calendars to assign homework to students. Also the Head uses the Google calendar to organize events and meeting.

The management team uses a shared folder on Google drive called PULIBC. This folder contains all necessary administrative information. All staff should become familiar with the structure and content of this folder. Any changes to this folder need to be approved and communicated to all staff.

HomeLog

All teachers are required to make regular records into the HomeLog which is a hosted school information and management service. The following are the minimum requirements on using the HomeLog:

- recording lesson objective for each session
- recording regular assessments and marks

Telephones

The main telephone for ISO is reserved for incoming school and business calls. Emergency calls will be handled immediately. The school administrator possesses the school mobile phone that can be alternatively used for contacting parents, local institutions if needed. The after-school teacher/s also have another mobile phone for contacting parents and to be contacted by parents for emergency messages connected to AS. This phone can be used by other teachers and staff members as well during the mornings in order to contact parents in urgent matters or for fire drills.

Teachers may make external telephone calls locally. Please limit outgoing personal calls, and make them before and after school or, in dire cases, during breaks or recesses. Personal mobile phones stay switched on during teaching time as an additional way of informing about urgent cases.

Unless contacting parents or for emergencies calls to mobile phones are not allowed from the school landline phone. Please, be advised that calling a mobile telephone from a landline is very expensive.

Library

Please, be advised that even though our collection of books is currently developing we are still might be the biggest English library for primary and preschool children in town. Thus all our books should be treated accordingly with great care. The library is intended to be a resource for staff as well as students.

Students and parents are encouraged to borrow books and study materials for use at home. All our books are stored electronically. In order to borrow books home students and parents need to contact a designated staff member or a student responsible for library services.

School Audio and Video Machines

CD player, headphones, video camera, overhead projectors are available. Please use ICT booking system for ordering the equipment for a particular lesson. If you need assistance operating any of the audio-visual equipment, please contact the Director. Audio-visual equipment should not be left in hallway.

Copy Machine

A Copy machine is for the benefit of all ISO employees. A **central copying station** is set up in the hallway, where you may print out or copy documents. Every teacher is issued a code number to access the printer.

Large or complicated print jobs should be either sent to a professional printer. Contact the respective Head of School for clarification of this guideline.

We encourage teachers to think carefully before requesting copies, in an effort to conserve paper and extend the life of our overworked copy machine. Please, use double sided copying whenever possible, and recycle extra copies.

Recycling

The School is committed to promoting responsible recycling efforts whenever possible. Recycling containers are positioned in every classroom and collected every day. We encourage teachers to set the example for our students and to take a leading role in all of our recycling efforts.

SECTION 10

Drug Free and Smoke Free Environment

The International School Olomouc maintains a drug free and smoke free environment. If a teacher is found to have a problem with drugs, the school may terminate the employment of this employee immediately, with loss of all benefits.

Smoking is not allowed anywhere on the school campus. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy. For more information see Non-smoking Policy.

Controlled Substances Use

The following is the School's policy as revised by the Board in July 2013:

In order to protect the students' health, safety and welfare, the use of, possession of or trafficking in controlled substances (such as alcohol, tobacco, illegal drugs and inappropriate prescription drugs) is prohibited at school, on school field trips and school sponsored functions.

Use of Alcohol by Adults on School Functions

The Head of School are responsible for granting permission for functions to be held on school premises at which alcohol is to be supplied or sold.

The Head of School must ensure that issues related to the duty of care owed both to students and staff, community standards and expectations, and the reputation of the school, are taken into account in making decisions in relation to the use of alcohol on school premises.

No alcoholic beverages will be served during school hours. Non-student adults are permitted to use alcoholic beverages in moderation at special school events outside of school hours, both on and off campus, as approved by the respective Head of School.

Procedures:

- a) Parents or Staff are to be informed of any school function at which alcohol will be served;
- b) Alcohol must not be sold or supplied to or for the consumption of students.

SECTION 11

Performance Management

The process of Staff Appraisal at ISO is one of systematic self-reflection about individual professional roles in conjunction with the delivery of the curriculum. All staff on 0.5 FTE contracts will be part of the performance management procedures.

Professional Appraisal

ISO is committed to creating an environment that allows the development of the full potential of its staff.

The objective of this academic staff appraisal scheme is to foster the development of both individual members of staff and the institution. Staff development involves recognition and encouragement of individuals, clarification of responsibilities and goals, career planning and the provision of developmental opportunities.

Through appraisal for staff development the School seeks to safeguard its commitment for appropriate standards of excellence in teaching.

Purpose of Appraisal

The purposes of appraisal are to:

- Facilitate the professional growth of each teacher.
- Enable the promotion of quality and accountability throughout the school.
- Implement consistent and coherent curriculum planning and preparation, teaching strategies and assessment of student learning.
- Recognize and acknowledge the expertise, experience and accomplishments of teachers.

The Guiding Principles of Appraisal

Appraisal at ISO will be:

- Conducted within a professional relationship of respect, trust and honesty.
- Informative, providing practical feedback to each staff member.

Appraisal Timeline

The appraisal period will run for **twelve months from September to August**.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning the Appraisal Policy. The length of the period will be determined by the duration of their contract.

For further information see the Teacher Appraisal and Capability policy.

SECTION 12

Professional Development

The International School Olomouc is a professional learning community that promotes ongoing education. Opportunities to broaden the knowledge and expertise needed to guide students towards enduring knowledge, skills and understanding and the attainment of the ISO standards are an integral part of our work.

The Professional Development Program at ISO is aligned with the school's mission and policy and encourages collegial and collaborative dialogue to support learning of all teachers.

The Head of School set priorities for each school's professional development opportunities evaluate the effectiveness of personal PD plans and review applications for funding. Priorities for professional development will be reviewed regularly and communicated to the community.

Approaches towards professional development are reviewed regularly within the scope of the performance management system.

Role of Teachers (Individual or Group)

According to the Core Teachers' Standards all teachers are required to fulfil wider professional duty:

c/ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

Professional Development for ISO teachers must be on-going, sustainable and focused on the individual and the school's goals. Therefore, Teachers and Staff, either individually or as a group must:

- a) Identify independently next steps in their own professional development and seek opportunities to learn and act on them.
- b) Contribute willingly to the learning of others by sharing knowledge, skills and ideas openly and constructively.
- c) Gather information and data from many sources to reflect upon curricular and other initiatives consistent with ISO's improvement priorities.

- d) Reflect on their own practice and use feedback to adjust teaching to meet student-learning goals.
- e) Participate in the regular in school training sessions.
- f) Maintain own personal professional development plan

Conferences and workshops held outside the School

There are numerous conferences and workshops held each year locally as well as outside of the Czech Republic that are organized by various organization in different areas. Staff is encourage to look for courses and workshops that can develop their knowledge of the curriculum and wider responsibilities.

Educational courses and conferences organized by ECIS, CEESA, COBIS, individual schools and other bodies such as Independent School Council. ISO usually pays the registration fee, accommodation and transportation. Cost for other subsistence will have to be paid by the participant.

Conferences and workshops held at ISO

At times there will be conferences and training sessions held at ISO. Some of these events will be held during our planned professional development days, others may fall on a weekend or midterm holidays. Teachers are expected to attend these events.

SECTION 13

Induction of New Teachers

All new staff will participate in an induction program designed by the Directors and outlined in the Induction Policy. The Teacher Handbook and other policy documents are used as the foundation for the induction.

Contracts

Contracts with all personnel shall be in writing and shall state the conditions of employment, including salary and benefits. An annual addendum specifically sets out these features. The employee and two members of the Board of Directors shall sign contracts of personnel. All contracts shall be kept in the employees' files in the Director's office. The contracts are in two originals one of which belongs to the employee.

Non-Renewal of Teachers Contract

Non-renewal of a contract means that the school has decided that a teacher on a fixed term contract will not be returning to ISO in the next school year. This would normally be issued towards the end of a negative capability period during the first or eventually the second year of employment.

Termination of Contract

Termination of the contract shall be in accordance with School guidelines and in compliance with Czech Labour Act No. 262/2006 Col.. Should it become necessary to terminate an employee's contract for any reason other than a violation of the law or an extreme violation of professional ethics, the employee will have received prior written communication.

Extreme violations of professional ethics shall be regarded as grounds for immediate termination of contract without the right for payoff (Section 55, Labour Act No. 262/2006 Col). Such violations include, but are not limited to:

- Unauthorized absence from teaching or supervisory responsibilities;
- Intoxication while carrying out teaching or supervisory responsibilities;
- Unprofessional treatment of pupils;
- Possession or use of illegal drugs;

- Theft or wilful damage to school property;
- Wilful violation of school rules; insubordination;
- Failure to follow the directions given by the Directors in the proper exercise of his/her functions.

The Directors decide about a pending termination of contract. Acceptance of resignations will be by the Directors. No termination of contract is deemed official until the completion of the above-mentioned procedure.

Formal Hearing

The teacher may request a formal hearing. The Directors will join with the teacher to form a Committee.

The objective of the "formal hearing" is to persuade the Committee to reverse the decision not to terminate or renew the teacher's contract. The teacher will appoint a colleague, of their choice, present during each hearing.

If the teacher does not request a formal hearing within 14 calendar days after receiving the negative decision after the informal hearing, his/her employment shall end on the date specified in the notice.

The Directors will make a final disposition of the case within ten calendar days after conducting the formal hearing. The decision will be submitted in writing to all parties, and will be binding upon all parties, provided the decision does not exceed the Directors' authority as established by Czech law.

Personnel Files and Records

The School maintains personnel files which contain details of all employees' work. The pay records essential to the payment of salaries are kept with our Payroll Office. In addition, these files contain records pertinent to the assignments, performance, and evaluation of the teaching staff. These files are kept in the Director's office.

Personnel records are not made available to anyone outside the School and are not sent to other schools or organizations, except with the written permission of the employee or by legal subpoena. However, appraisal forms, which have been co-signed by the employee, can be sent to prospective employers.

The employee has full access to his/her own records during school hours, with the exception of pre-employment references and other confidential papers intended for pre-employment evaluation.

The School keeps personnel records of former employees as long as the Directors consider it necessary.

Non-discrimination

The International School Olomouc regards discrimination on the basis of race, religion, nationality, gender or sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, teachers, and staff may learn, work, and live. The school values the benefits of diversity and pledges to students, prospective students, employees and the public that it will defend pluralism in the academic community, and warmly welcomes all men and women of good will without regard to race, religion, nationality, gender or sexual orientation.

Practices or regulations that discriminate on the basis of race, religion, nationality, gender or sexual orientation are neither condoned nor permitted.

These guidelines apply only to the following operations:

- Personnel decisions;
- Student admissions and evaluation;
- Student disciplinary regulations

In determining whether a breach has occurred, a person claiming discrimination must show that the challenged action would not have occurred but for the person's race, religion, nationality, gender or sexual orientation.

Harassment

The International School Olomouc affirms the right of every member of the teaching and school community to study and work in an environment free of any form of harassment (emotional, sexual, and physical). The school expects all members of this community to conduct themselves according to standards of professional ethics and behaviour appropriate in an educational institution. To this end, these guidelines apply to all members of the School Community.

The School's complaint and grievance process should be used in the case of a possible incident of harassment.

Staff Complaints and Grievance

An employee who has a grievance on matters of School procedures, working conditions, personnel matters, or administrative authority should take the said

grievance directly to the respective Head of School and should present all facts in an open manner. If the Head of School deems it necessary, he or she will request a written statement.

If, at the end of the time necessary for review and action by the respective Head of School, the result is unsatisfactory to the employee, he/she may request a meeting with both Directors. This request should be made in writing, stating the details of the complaint or grievance.

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Sick Leave

Sick leave may be used in the event of personal illness or because of illness in the immediate family. A medical doctor's statement is required for any sick leave absences. Based on the current legislation the first three days of the Sick Leave are unpaid.

Dependant School Fees Reduction

Should a teacher wish to send her/his child to study at ISO the tuition for a child may be reduced. In any given academic year the reduced tuition for a dependant will be up to 80% of the rate applicable for students.

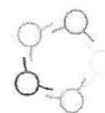
Payroll Procedures

Salaries will be paid monthly, in arrears, on the 15th day of the following month. Employees will be paid by:

- Direct deposit to the employee's Czech bank account

Employees are given an itemized statement for the pay period, showing the employee's both super gross and gross pay and any additional payments or deductions for the pay period.

Any extra stipend for extra activities will also be paid in arrears a similar schedule as the regular payroll.



International
School
Olomouc

This document is for use by all staff

Effective from: September 2017

Effective to: August 2018 (reviewed every year)

Policy Leader: Head of School

Distribution list:

Directors

Heads of schools

Teaching and support staff

Příloha číslo 2.

Španělský jazyk skupina 1 a 2

úterý:

10:20 - 11:15

11:20 - 12:15

čtvrtek:

7:55 - 8:55

9:00 - 10:00

pátek:

10:20 - 11:15

11:20 - 12:15

Český jazyk

pondělí:

13:00 - 13:45

úterý:

13:00 - 13:45

čtvrtek:

13:00 - 13:45

Německý jazyk

úterý

8:00 do 8:45

čtvrtek

8:00 do 8:45

pátek

8:00 do 8:45