

Board Policy Manual

MARIST BROTHERS INTERNATIONAL SCHOOL

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SECTION 1 - SCHOOL ESTABLISHMENT POLICIES

1.1 SCHOOL GOVERNANCE

Marist Brothers International School (MBIS) will be governed according to the guidelines and policies set forth in this manual and other cross-referenced documents.

Adopted: October 5th, 2010

1.2 ROLE OF THE ACTS OF ENDOWMENT

The Acts of Endowment form the governing regulations for the corporation that operates Marist Brothers International School. The articles established therein can only be amended by the Board of Trustees, (hereinafter called the BoT) as outlined in the Acts of Endowment. The Acts of Endowment provide guidance and direction to the Board. All other policies, procedures and regulations of Marist Brothers International School are subordinate to these articles.

Adopted: October 5th, 2010

1.3 MARIST BROTHERS INTERNATIONAL SCHOOL MISSION STATEMENT

We educate students in a nurturing environment based on Catholic values and traditions of the Marist Brothers. We provide a rigorous program of study that prepares students for higher education, internationally and in Japan. Our students will gain knowledge, be effective communicators, develop good character, and become responsible citizens of a global society.

Adopted: October 5th, 2010, March 23, 2011

1.4 MARIST BROTHERS INTERNATIONAL SCHOOL VISION STATEMENT

Marist Brothers International School will make students our utmost priority and encourage them to achieve their full potential, fostering spiritual growth, appreciation of cultural diversity, and develop a life-long love of learning. We will provide the opportunity for all stakeholders to develop a sense of community, spirit, and pride in our school.

Adopted: October 5th, 2010, March 23, 2011

1.5 MARIST BROTHERS INTERNATIONAL SCHOOL CORE VALUES

MBIS Family Spirit

Academic & Extra-Curricular Excellence

Respect for Self, Others & the Environment

Integrity & Humility

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Spiritual Growth & Service
Truth & Responsibility

Adopted: October 5th, 2010 March 23, 2011

Cross Reference: 1.207

1.6 RESPECT FOR VALUES AND DIVERSITY

Values and the Marist Spirit

Marist is noted for its family atmosphere, based on traditional MBIS Expectations.

Faculty and students are encouraged to follow the example of the founder of the Marist Brothers of the Schools, St. Marcellin Champagnat, who taught his brothers and his students to “love one another.”

Marist’s values and its spirit permeate the curriculum in every grade, and they are highlighted at assemblies and as part of various activities throughout the School year. Teachers are encouraged and expected to model them as a part of daily life, so that our students may learn by example.

Marist Expectations

- **Inquirers**, We engage in research and investigation, becoming self-directed, lifelong learner.
- **Knowledgeable**, We strive to develop intellectually, physically, and artistically.
- **Thinkers**, We consistently think critically, ethically, and creatively.
- **Communicators**, We collaborate in a multilingual environment, with confidence and courtesy.
- **Principled**, We take responsibility for our own actions, building trust through integrity, honesty, and humility.
- **Open-minded**, We seek to broaden our understanding and appreciation of other cultures and perspectives.
- **Caring**, We show compassion within our school community and beyond.
- **Risk-takers**, We take on challenges as active participants and dare to push beyond our comfort zones.
- **Balanced**, We strive for balance of mind, body and spirit, to develop as well-rounded individuals.
- **Reflective**, We use past experiences as a guide to future actions.

Adopted: October 5th, 2010

Revised: February 13, 2022

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1.7 NON-DISCRIMINATION POLICY

MBIS is committed to maintaining a school that is free from unlawful discrimination of any student or employee based on that person's race, religion, sex (including gender identity and sexual orientation), or national origin. Such discrimination is not tolerated because it jeopardizes the harmonious relationships necessary for the effective operation of the school. Students and employees of the School enjoy the right to study and work in an environment free from discrimination.

Any employee or student of the School who discriminates against another employee or student is subject to discipline. Students or employees who believe they have been subjected to harassment or unlawful discrimination based on race, religion, sex (including gender identity and sexual orientation), or national origin should immediately report their concern to the Head of School or his/her designee.

The Head of School shall ensure that this policy is understood, abided by, and enforced and establish a process to investigate complaints promptly and take corrective/disciplinary action as necessary. Matters pertaining to the Head of School can be brought to the attention to the Chairman of the Board of Directors.

Revised: [November 24, 2022]

1.8 DIVERSITY, EQUITY AND INCLUSION

In fulfilling our mission, MBIS is dedicated to creating systems that value the unique contributions of all students and staff to our school and fully engage all members of our school community in achieving our vision.

Accordingly, we commit to explicitly embedding a diversity, equity, and inclusion lens in our organizational culture and our educational practices.

The Head of School is responsible for ensuring that our school culture embodies practices honoring and demonstrating diversity (the collective mix of differences and similarities amongst individuals within our community), equity (equitable access to success across our school's programs), and inclusion (an environment in which all individuals feel a sense of belonging in our diverse community).

Adopted: February 13, 2022

Revised: [November 24, 2022]

1.9 HARASSMENT POLICY

All faculty and students have the right to attend work or school in an environment which is safe and nurturing.

Definitions

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1. Harassment: For the purpose of this Policy, harassment shall be defined as including:

1. any improper behavior that is directed at or is offensive to any person and is unwelcome and which the person knows or ought reasonably to know would be unwelcome.
2. objectionable conduct, comment, materials or displays made on either a one (1)-time or continuous basis that demeans, belittles, intimidates, or humiliates another person.
3. the exercise of power or authority in a manner which serves no legitimate work purpose and which a person ought reasonably to know is inappropriate.
4. such misuses of power or authority that could reasonably be interpreted as intimidation, threats, coercion and/or blackmail.

2. Discrimination: Unfair treatment based on a person's sex, race, color, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sexual orientation, gender identity or expression, age, or criminal conviction which is unrelated to the person's employment.

3. Sexual Harassment:

1. any comment, look, suggestion, physical contact or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient, made by a person who knows or ought reasonably to know such behavior is unwelcome.
2. any circulation or display of written or visual material of a sexual nature that has the effect of creating an uncomfortable learning or working environment.
3. an implied promise of reward for complying with a request of a sexual nature.
4. a sexual advance made by a person that includes or implies a threat or an expressed or implied denial of an opportunity which would otherwise be granted or available and may include reprisal or a threat of reprisal made after a sexual advance is rejected.

4. Bullying:

Bullying is verbal or physical behavior by one (1) or more people who appear to be more powerful in some way than their victim. Bullying makes the victim feel uncomfortable, embarrassed and/or unsafe and can interfere with the victim's success at school or work.

5. Cyber Bullying:

Cyber-misconduct refers to the use of information and communications technology to bully, embarrass, threaten or harass others. It also includes the use of information and communications technology to engage in conduct or behavior that is racist, derogatory, defamatory, degrading, illegal, and/or abusive.

Marist Brothers International School will not tolerate the publication, via computer and/or other multimedia devices of materials that creates, or is likely to create an environment which negatively impacts or causes significant disruption to the school and/or:

1. Is abusive, demeaning, hateful or insulting, or

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2. Is threatening, bullying or intimidating, or

3. Incites harmful behavior towards others, or 4. Discriminates, or harasses on the basis of race, religion, sex, sexual orientation, disability or for any other reason

Adopted June 12, 2022

2.0. Methods for Resolution

2.1 Complainants are encouraged, but not required, to immediately tell the other person when his/her behavior is considered inappropriate and unwanted and ask that the unwanted conduct stop. Persons should comply immediately with the request without retaliation. If the complaint is not resolved, the following procedures should be followed:

2.2 If the complaint is not resolved, the complainant is asked to provide a written description of the unwanted behavior and forward it to the Head of School. The Head of School will meet with both parties and work toward a resolution.

2.3 If the complaint is about the Head of School, the complainant shall forward the written description to the Chair of the Board, who will facilitate the resolution.

Appendix

2. Examples of Discrimination, Harassment and Bullying:

Specific examples of harassment, sexual harassment, bullying: Sexual or personal harassment may include, but is not limited to behaviors, whether intentional or unintentional, which are perceived by the recipient as unwelcome. Examples of such behaviors include, but are not limited to:

1. remarks or correspondence with sexual overtones
2. jokes that cause awkwardness or embarrassment
3. innuendoes, taunting or intimidation, based on one's real or perceived identity
3. gender-based, gender identity or sexual orientation-based remarks of a derogatory or sexual nature, or general insulting remarks
4. proposal of intimacy of a sexual nature
5. repeated unwelcome invitations, request for dates or sexual favors
6. leering, patting, pinching, touching, hugging, brushing against
7. displays of materials, pictures, cartoons or sayings of a derogatory, sexist, homophobic, transphobic, racist, pornographic or otherwise demeaning nature
8. calling someone names
9. spreading rumors
10. stealing or extorting someone's lunch or other property
11. vandalizing District and/or personal belongings

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12. exclusion from groups
13. unfair treatment, comments or bias against someone or a group of people based on their race

3. What does not constitute discrimination or harassment?

1. an occasional compliment
2. flirtation or banter when it is mutually acceptable between/among peers or friends
3. normal exercise of supervisory responsibilities, including disciplining, when warranted
4. any reasonable action taken by a District administrator or supervisor relating to the management and direction of employees or the place of employment
5. expression of reasonable opinions freely and courteously; or
6. respectful engagement in honest differences of opinion.

Adopted February 13, 2022

1.10 DEFINITION OF CAMPUS AND SCHOOL BY GRADE LEVEL

Marist Brothers International School will operate as one School including a campus encompassing all buildings.

Marist Brothers International School defines grade levels as follow:

- Montessori: Enrollment of 3 to 5 year-old students
- Elementary: Students of grades 1 to 6
- Lower School: Students in Montessori to grade 6
- Upper School: Students of grades 7-12
- High School: Students of grades 9-12

1.11 SCHEDULE OF OPERATIONS

The Schedule of Operations for Marist Brothers International School shall be set forth prior to the start of the school year and modified only when necessary and with approval of the Board of Directors and the Head of School.

Adopted: October 5th, 2010

1.12 SCHOOL CALENDAR

The Head of School shall prepare a school calendar including teaching days, legal and Board approved holidays and any other special designated periods.

The academic school year will begin in August of one year and end in June of the next year.

The Board of Directors shall adopt the school calendar for the ensuing year by the end of each school year. The school calendar shall consist of a minimum of 180 days and a maximum of 190

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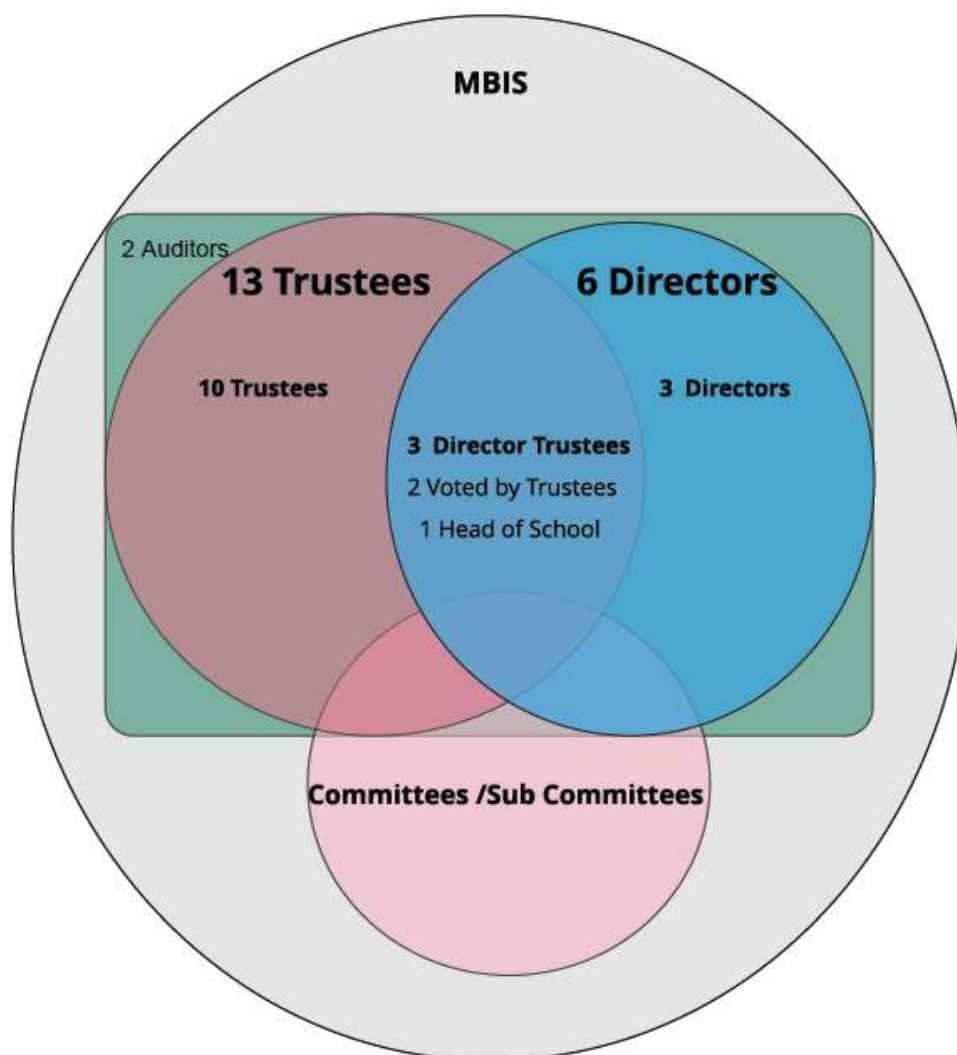
days, including teacher pre-service and in-service days, parent conference days and marking/exam days. This includes a minimum of 180 days in contact with students.

Adopted: October 5th, 2010 Revised: February 13, 2022

SECTION 2 - THE BOARD

Marist Brothers International School has two integrated governing bodies as directed by the Acts of Endowment. Below is a diagram explaining its parts:

Governance Diagram



2.1 THE BOARD OF DIRECTORS

The Board of Directors (hereinafter called the BoD) is the official governing body of the School and is empowered to make all final decisions. The BoD works closely with the Head of School in managing the overall operations of the school. The BoD:

- 1) Appoints, appraises and sets appropriate compensation for the Head of School.
- 2) Focus on long term and strategic processes.
- 3) Organize and direct the standing and ad hoc committees of the board.
- 4) Work in conjunction with the BoT to ensure the long term financial and educational viability of the school.

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- 5) Delegate the day to day operations of the school to the Head of School.

The BoD meets monthly, unless the Chair feels the need to call additional meetings to deal with emergent issues.

Proposed: December 17th, 2021

2.2 APPOINTMENT OF DIRECTORS

Directors shall be appointed in accordance with the Acts of Endowment.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020, December 17th, 2021

Cross Reference: Acts of Endowment

2.3 BOARD OF DIRECTORS ORGANIZATION

The Board of Directors will have four officers: a Chair, Vice Chair, Treasurer and Secretary. The roles of the Board Officers are as follows:

Chair

The BoD Chair is responsible for assuring that the BoD is properly organized to carry out its duties. The Chair presides at all BoD meetings. The Chair has particular responsibility to assure that meetings are conducted according to proper procedures, in a respectful, open and fair atmosphere, and in a timely manner. The Chair assures that Directors and Committee Chairs in particular, have the support they need to perform their functions. The Chair may be called on to sign legal, financial, and other documents on behalf of the School as outlined in relevant Board policies and School procedures and regulations. The Chair is the primary point of contact for the BoD with the Head of School.

Vice Chair

The Vice Chair acts in all ways for the Chair when the Chair, by notification to the BoD, is unable to perform their duties.

Treasurer

The Treasurer serves as Chair of the Board Finance Committee. The Treasurer makes the report of the School's financial standing at the Annual General Meeting (or last Trustees Meeting).

Secretary

The Secretary is responsible for ensuring that proper minutes are taken at each meeting of the BoT and BoD. The Secretary ensures that Board-related documents and records are kept in an organized, timely, and readily retrievable manner by the Directors and Trustees. Such records include the Acts of Endowment, Board policies, meeting minutes, Board meeting packets, and any correspondence from the Board.

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Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

Cross Reference: Acts of Endowment (Chapter 3: Article 5)

2.4 APPOINTMENT OF OFFICERS

The BoD Chair is elected by the BoD according to the Acts of Endowment (Chapter 3: Article 5). Directors may nominate themselves or be nominated by another Director. Ideally, the BoD Chair should have previous Board experience. The election takes place at the last regularly scheduled BoD meeting.

Officers are appointed by the BoD Chair (after gaining the consensus of Directors) for a term of one year. That appointment takes place at or following the last regularly scheduled BoD meeting. A director should serve in only one officer position at a time. The Head of School is precluded from serving as an officer.

If the sitting BoD Chair will not be serving on the BoD in the following School year, he or she conducts the election of the new BoD Chair. Once that election is completed, the former Chair steps down and the new Chair appoints the Officers.

All officers take office immediately upon appointment.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

Cross Reference: Acts of Endowment (Chapter 3: Article 5)

2.5 FILLING OF OFFICER VACANCIES

Board Officers who are unable to continue as such should notify the BoD, preferably by email to all Directors. In the absence of such notification, a two-thirds majority of the Board may determine that an officer is unable any longer to perform his or her duties.

If the position of Chair becomes vacant in the course of the School year, the Vice Chair takes over until the next BoD meeting, at which time a new election takes place.

If any other officer position becomes vacant, the Chair will preside over an election to fill the vacancy at the next BoD meeting.

Officers filling vacancies serve until the end of the School year only.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.6 TEMPORARY ABSENCE OF BOARD OFFICERS

Board officers are solely responsible for their duties. Any Board officer that is or will be temporarily unable to perform his or her duties should notify the BoD, preferably by email to all Directors. In the absence of such notification, a two-thirds majority of a quorum of the BoD may determine that an officer is temporarily unable to perform his or her duties. If the Board Chair is

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absent, the Vice Chair acts as Chair. If other officers are absent, the Board Chair determines how those duties should be reassigned.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.7 THE BOARD OF TRUSTEES

The Board of Trustees (hereinafter referred to as the BoT) acts in an advisory capacity with the Head of School and BoD. The BoD must consult the BoT on:

- 1) The final budget
- 2) The strategic plan
- 3) Changes to Terms of Endowment
- 4) Disposal of property
- 5) Major capital projects
- 6) Other matters as described in the Acts of Endowment

The BoT has four meetings annually, unless the BoD Chair feels the need to call an additional meeting. In order for the BoT to fulfill its advisory responsibilities, it will receive all reports and documents needed to make informed decisions. Best practice would be not less than one week before the BoT meeting.

Revised:[November 24, 2022]

2.8 THE ROLES OF THE BOARD MEMBERS

In accordance with the Acts of Endowment, the BoD and BoT (hereinafter referred to as Board Members) represent the rests of all stakeholder constituencies of MBIS in providing leadership and direction for the School. It provides support to the Head of School, who has responsibility for the day-to-day management of the School. The Board Members meet regularly to conduct Board business and to provide a forum for parents and others in the School community to voice concerns. It assumes final responsibility for the educational program of the School, as well as legal and fiduciary responsibilities.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020, December 17, 2021

2.9 MBIS PRINCIPLES OF BEST PRACTICE FOR SCHOOL GOVERNANCE

The following principles are set forth to provide a common perspective on the responsibilities of the Board. The Head of School and Board Members work together in partnership to fulfill these principles.

The Board:

1. Adopts a clear statement of the School's mission, vision, and strategic goals and establishes policies and plans consistent with this statement.

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2. Reviews and maintains appropriate by-laws that conform to legal requirements, including duties of loyalty, obedience, and care.
3. Assures that the School and the Board operate in compliance with applicable laws and regulations, minimizing exposure to legal action. The Board creates a conflict of interest policy that is reviewed with, and signed by, individual board members annually.
4. Accepts accountability for both the financial stability and the financial future of the institution, engaging in strategic financial planning, assuming primary responsibility for the preservation of capital assets and endowments, overseeing operating budgets, and participating actively in fundraising.
5. Recognizes that its primary work and focus are long-range and strategic.
6. Undertakes formal strategic planning on a periodic basis, sets annual goals related to the plan, and conducts annual written evaluations for the School, The Head of School, and the Board itself.
7. Keeps full and accurate records of its meetings, committees, and policies; communicates its decisions widely, while keeping its deliberations confidential.
8. The Board composition reflects the strategic expertise, resources, and perspectives (past, present, future) needed to achieve the mission and strategic objectives of the School.
9. Works to ensure all its members are actively involved in the work of the Board and its committees.
10. Engages proactively with the Head of School in cultivating and maintaining good relations with School constituents as well as the broader community and exhibits best practices relevant to equity and justice.
11. Commits to a program of professional development that includes annual new trustee orientation, ongoing trustee education and evaluation, and Board leadership succession planning.

The individual members of the Board:

1. Actively support and promote the School's mission, vision, strategic goals, and policy positions.
2. Adhere to the MBIS Board Member's Code of Conduct.
3. Is knowledgeable about the School's mission and goals, including its commitment to equity and justice, and represents them appropriately and accurately within the community.
4. Stays fully informed about current operations and issues by attending meetings regularly, coming to meetings well prepared, and participating fully in all matters.

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5. Recognizes the Board sets policy and focuses on long-range and strategic issues. An individual Board Member does not become involved directly in specific management, personnel, or curricular issues.
6. Takes care to separate the interests of the School from the specific needs of a particular child or constituency.
7. Accepts and supports Board decisions. Once a decision has been made, the Board speaks as one voice.
8. Keeps all Board deliberations confidential.
9. Guards against conflict of interest, whether personal or business related.
10. Has the responsibility to support the School and its Head and to demonstrate that support within the community.
11. Recognized authority is vested in the Board as a whole. A trustee who learns of an issue of importance to the School has the obligation to bring it to the Head of School, or to the Chair of the Board, and must refrain from responding to the situation individually.
12. Contributes to the development program of the School, including strategic planning for development, financial support, and active involvement in annual and capital giving.
13. Recognizes each Board Member, not just the treasurer and finance committee, has fiduciary responsibility to the School for sound financial management.

Adopted: October 5th, 2010

Revised: December 17th, 2021

2.10 STRATEGIC GOVERNANCE

Board members are focused on establishing the strategic direction of the School. Inherent in that process is its responsibility for exercising fiduciary oversight to ensure mission fulfillment, maintaining appropriate policies, and exercising strategic foresight. In fulfilling this role, the board will monitor the implementation of its policies and decisions and achievement of its strategic directives. Guidelines for such monitoring are described in the Handbook for Administrative Regulations.

Proposed: December 17th, 2021

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2.11 BOARD GOALS AND PLANS

In order to promote ongoing effective governance, the Board will adopt annual goals for the operational and strategic work, develop action plans accordingly, assess the results, and adjust as needed.

Complementary to its own goal setting, the Board is responsible for approving the strategic direction of the school. As such, it will approve a Strategic Plan, integrated with the Financial Plan and Master Facilities Plan, to be updated annually.

Proposed: December 17th, 2021

2.12 BOARD RESPONSIBILITIES

The Board is responsible for establishing and funding the School. The Head of School, through appropriate Board Committees, if applicable, makes recommendations regarding the basic organization of the School. The number of campuses; the number of schools; the basic educational, enrichment and remedial programs offered and the positions comprising the Leadership Team are approved by the Board as a matter of policy.

Adopted: October 5th, 2010

Revised: December 17th, 2021

2.13 BOARD MEMBERS LIABILITY AND INDEMNITY

In accordance with applicable Japanese non-profit organization laws, the BoD, BoT and School shall defend, indemnify and hold harmless members of the BoD and BoT, individually and as a Board, for any demands, claims, or actions brought against them while acting in good faith in their capacity as Board Members.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.14 CODE OF CONDUCT

All Board Members are expected to maintain the highest standards of integrity and adhere to the highest ethical standards.

They will be expected to sign and abide by a Code of Conduct statement upon joining the Board.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020, December 17th, 2021

Cross Reference: Acts of Endowment

2.15 BOARD MEETINGS

The Board will meet regularly to conduct its business and thereby facilitate the administration's management of the School. Meetings should be conducted efficiently and be held in a spirit of cooperation, with respect for all viewpoints and support for decisions made after due process in accordance with parameters set forth in the Acts of Endowment.

Adopted: November 25, 2010

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Revised: August 26, 2013, March 14, 2020

Cross Reference: Acts of Endowment (Chapter 3: Articles 12 and Chapter 4: Article 18)

2.16 MINUTES OF BOARD MEETINGS

Under the direction of the BoD Secretary, minutes of Board meetings will be kept and distributed for approval among members. BoD minutes are not open to the public.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.17 GENERAL ANNUAL MEETING

The BoT shall convene a General Annual Meeting open to the School community. The date, time and location of this meeting shall be published to the community at the beginning of the School year. In an exceptional circumstance where the date, time or location of a General Annual Meeting needs to be changed, the notice of that change should be made to the community at least two weeks in advance.

The BoD Chair, working in conjunction with the Head of School, is responsible for the preparation of the meeting agenda. The agenda should include reports from the BoD Chair, the Head of School, and Board Committees; resolution of any matters left unresolved from the previous meeting; review of minutes from the previous meeting and opportunity for the community to make comments.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.18 MINUTES OF THE GENERAL ANNUAL MEETING

Under the direction of the BoD Secretary, minutes of General Annual meetings will be kept and distributed for approval among BoT members. Upon approval the minutes will be available for review by any member of the MBIS community.

The minutes of General Annual meetings will be available to the MBIS community on a timely basis in the following manner:

1. Hard copies will be available at the School main office.
2. Minutes will be emailed.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.19 BOARD CALENDAR

At the last BoD meeting of the school year, the BoD should set its calendar for the following school year, indicating the dates, times and places for the BoD and BoT meetings and an Annual General Meeting. The BoD members will have access to this calendar at the start of the school year, and the dates will be published in the official school calendar.

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Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.20 BOARD MEMBER ORIENTATION

The Board has a vital interest in assuring that each Board Member has the training and support needed to function effectively. Upon entry into service on the Board, each member will be provided the most recent versions of the Acts of Endowment and the Board Policy Manual. Training will be provided to each new Board Member early in the first year of their service so they understand the role of a Board Member, and the role of the Board with respect to the Head of School and the School. New members will also be instructed in their roles on Board Committees.

Board Members with interest in particular issues should seek to exercise influence in the course of the Committee process, respecting the role of the Committee chair in guiding that process. All Board Members may also have the opportunity to participate in professional development conferences on behalf of the school.

The Chair of the Board of Directors is responsible to see that training is provided to new Board Members through the Board Development Committee.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.21 BOARD TRAINING MEETINGS

The BoD Chair, who has primary responsibility for the training of Board Members, may set up meetings as necessary for Board training. These may include a planning retreat, usually at the beginning of the School year, to orient new members, build Board unity, and set goals for the year; as well as an evaluation session toward the end of the School year to gauge Board effectiveness. Board training activities should be purposeful and of reasonable cost to the School.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.22 BOARD COMMITTEES

The BoD shall organize Committees to assist in the fulfillment of BoD and BoT duties.

Committees are to provide a venue for more in-depth consideration of issues than is possible in regular meetings of the BoT as a whole.

Committees may be standing or ad hoc. Standing Committees generally are those organized by the BoD at the beginning of the school year with the intention that they will function throughout the year and subsequent years to enhance the effectiveness of the BoD and BoT. Ad hoc Committees are those organized for limited time frames and/or specific tasks.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.23 BOARD POLICY MANUAL

The Board recognizes the need for an up-to-date manual of BoD and BoT policies. The manual will also include procedures, exhibits, and forms when applicable.

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As the BoD and BoT approves new policy, it will supplant the existing by-laws. Should there be any contradiction between the new policy and the existing by-laws, newly approved Board Policy will take precedence.

A proper Board Policy Manual will be coded and available for review by all members of the School community. Copies of the manual will be issued to all BoD and BoT members. Any BoD or BoT member may initiate new or revised policy suggestions, but it is generally the responsibility of Board Committees to draft and recommend policy to the BoD and BoT. The proposed policy shall be discussed with the Policy Committee and subject to review and approval by the Board of Directors and Trustees.

When procedural inconsistencies are noted, the Head of School will advise the BoD accordingly and redraft the procedure held in question.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020, [November 24, 2022]

2.24 ADMINISTRATION IN THE ABSENCE OF EXPLICITLY STATED POLICY

Generally, all policies of the BoD and BoT shall be formalized and made part of the Policy Manual. However, it is recognized that in the absence of such a written policy, previous decisions by the BoD and BoT will be perceived as policy based on precedent.

In order to prevent confusion about BoD and BoT intentions, the minutes should make it clear whether:

1. A particular decision is rendered with the intention to set precedent or to change the existing policy; or
2. A particular decision is to be seen as a single case, not intended to set a precedent or to change existing policy.

If action must be taken and the BoD and BoT have provided no guide in the Policy Manual or by precedent, the Head of School shall have the power to act after consultation with the BoD. However, it shall be the duty of the Head of School and the BoD to report such actions to the BoT and to advise the BoT that a policy statement might be needed.

Adopted: November 25, 2010

Revised: August 26, 2013, March 14, 2020

2.25 BOARD PROTOCOLS - THE HANDBOOK FOR ADMINISTRATIVE REGULATIONS

The Handbook for Administrative Regulations serves to provide operational guidance for the work of the Board. All members are expected to be familiar with the protocols so described. Authority to amend that handbook rests with the Board and can be done as needed by simple majority vote.

Proposed: December 17, 2021

SECTION 3 - THE HEAD OF SCHOOL

3.1 THE HEAD OF SCHOOL

The Head of School shall be appointed by the Board of Directors, subject to approval by the Board of Trustees, and shall administer and be responsible for the affairs of the School on behalf of the Board of Directors, as specified in the Marist Policy Manual.

The Head of School is responsible for the day-to-day management of the School. The Head of School is the primary contact for the Board with the School and for the School with the Board.

3.2 HEAD OF SCHOOL SELECTION AND EVALUATION

The Board of Directors appoints the Head of School and engages his/her services by a contract reviewed by legal counsel upon approval of the Trustees.

Compensation and Benefits for the Head of School shall be sufficient to attract the same caliber of top administrators as serve at other comparable International Schools in East and Southeast Asia.

The Board of Directors relies on the Head of School for the implementation of its policies and for the achievement of its educational goals. It is therefore essential that there be a strong and positive working relationship between the Board of Directors and the Head of School, and that this relationship be regularly reviewed through formal evaluation and discussion.

The Board Chair and the Head of School are jointly responsible to ensure that the Head of School sets goals at the beginning of the school year, and that those goals are reviewed midyear and at the end of the year with the Board.

Adopted: October 5th, 2010 Revised:
Acts of Endowment Art-20. Sec.8

3.3 THE HEAD OF SCHOOL RESPONSIBILITIES

The Head of School has full responsibility for the administration of MBIS, answering to the Board of Directors. S/He is responsible for the pastoral and educational leadership of the School as well as its overall functioning and direction in order to provide for the effective care and education of the students through facilitation of their spiritual, social, academic and personal development within resource and budget limits. This leadership and direction: will be consistent with Catholic principles and values; will engage in the processes of team building, delegation and development of personnel; and will ensure curriculum planning and development, program implementation and evaluation processes.

The Head of School's responsibilities are delineated in the job description as in the faculty handbook.

[Revised: November 24th, 2022]

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3.4 HEAD OF SCHOOL: CONTRACT AND BENEFITS

The Board of Directors shall be responsible for issuing the Contract of Employment for the Head of School.

The Rules, Terms, and Conditions of said contract shall include, but are not limited to, a detailed job description outlining duties and responsibilities, setting of goals and objectives, salary and allowances/benefits in accordance with and within the set and approved budget.

3.5 HEAD OF SCHOOL'S TERMINATION OF EMPLOYMENT

Decisions of the Board of Directors concerning the termination of the Head of School must be approved by the Board of Trustees at a duly constituted meeting before becoming effective.

Non-renewal of existing contract will be carried out in line with Japanese Law.

3.6 FORMATION OF ADMINISTRATIVE REGULATIONS

Regulations for the operation of the school often referred to as “administrative procedures”, shall be developed and kept current as a specific responsibility of the Head of School, the Leadership Team and the administrative staff.

Board Policies and Administrative Regulations must be in daily usage by the various school administration officers and their staff. The Head of School specifically is charged with the preparation and updating of the Administrative Regulations. The Administrative Regulations shall be used as a guide for understanding and implementing policy.

The Board reserves the right to review such regulations at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

The Head of School will notify the BoD of any significant changes to current protocols directly linked to Board policy.

SECTION 4 – FINANCE

4.1 FISCAL AUTHORITY

1. All fiscal authority is held by the Board of Directors, with the Board of Trustees and the Finance Committee acting in an advisory capacity.
2. The Head of School is delegated the responsibility of monitoring and implementing the budget. The Head of School is empowered to execute all financial actions on behalf of the Board.
3. The BoD will consult with the BoT on all major financial issues, as per the [ActsTerms](#) of Endowment.
4. The budget must be approved by the BoT.

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4.2 BUDGET PREPARATION AND APPROVAL

1. Two separate budget proposals, an operational budget and a capital budget respectively, will be prepared for the Board's review and approval. The preparation of the budgets is the responsibility of the Head of School and the Business Manager, who will obtain and use input from the Finance Committee and relevant members of the professional staff. The preliminary budgets shall be reviewed by the Finance Committee prior to their submission to the full Board.
2. The Board will approve the tentative budget no later than May of any year.
3. The Board will approve a final budget in September, as there may be changes due to shifts in enrollment/tuition or emergent expenses.
4. If a significant exceptional expense (in excess of 300 000 yen outside of the approved budget), arises, it will be brought to the attention of the BoT for approval.
5. If the annual total of exceptional expenses outside of the budget is more than 500 000 yen, it will be brought to the BoT for approvals.

4.3 FINANCIAL PLAN

1. The Board will maintain a five year financial plan in conjunction with a broad strategic and facility plan.
2. The plan will be developed by the Head of School and Business Manager in partnership with the Finance Committee.
3. The financial plan must be approved by the BoT.
4. The financial plan will be reviewed in May of each school year.

4.4 FISCAL YEARS

1. The fiscal year of the Marist Brothers International School will be April 1st to March 31st.
2. The academic fiscal year begins on August 1 of one year and ends on July 31 of the next year.

4.5 ANNUAL FINANCIAL REPORT

An annual report covering the financial status of the School will be prepared by the Business Manager and submitted to the Head of School, the Finance Committee and to the Board at the meeting following the end of the fiscal year, ending the previous July 31. It shall include a statement of financial position as of the last day of the previous fiscal year; a statement of revenues, expenses, other changes in fund balances during the fiscal year, summary of accounts and other documents necessary to provide a clear picture of the previous year's financial operations. This is shared with Auditors ~~after a neutral~~~~after an neutral~~ party such as a hired CPA certifies it and then is shared with the Board, which then submits it to the prefecture of Hyogo.

4.6 MONTHLY FINANCIAL REPORT

1. The Head of School shall provide a verbal financial report at each meeting of the Board of Directors and Board of Trustees.
2. For each verbal report, a statement of expenditures to revenue will be provided.

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4.7 INVENTORY OF FIXED ASSETS

1. The School will create and maintain a centralized system to assure the proper storage, custody and accounting of capitalized equipment, furniture, and real property belonging to the School. This will include assets within school premises and within faculty housing owned or leased by the School.
2. Inventory of fixed assets will be updated on a regular basis by the business office. An annual physical inventory of the School's fixed assets shall be carried out at fiscal year-end by the business office.

4.8 DISPOSAL OF SCHOOL PROPERTY

1. All movable School property that has exceeded useful life or becomes obsolete will be disposed of by sale, gift, or abandonment, in such a manner that is to the school's best interest, as determined by the Head of School or designee. A record will be kept of all disposed property that is resold.

4.9 AUDITS

1. The Board will engage a certified public accountant or accounting firm to examine and audit all financial books and documents of the School alongside Board Auditors, and to submit an annual audit report to the Board within a reasonable period of time after the FY ending in March. This will be presented to the Board by May to be approved by the Trustees in June.

4.10 SCHOOL FEES

1. The Board will approve a yearly set of school fees, including:
 - i) Annual tuition
 - ii) Registration Fee
 - iii) Application Fee
 - iv) Technology Fee
 - v) Building and Maintenance Fee
2. The Board shall approve the fee structure for the following year by May

SECTION 5 - OPERATIONS

5.1 FACILITIES MASTER PLAN

The Board will maintain a Facilities Master Plan, updated annually and integrated with the School's Finance Plan and Strategic Plan, and used to guide facilities decisions.

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5.2 ENVIRONMENTAL SUSTAINABILITY

The School recognizes that its operations have a direct and/or indirect effect upon the environment and shall continuously commit to improving its environmental impact, both for practical reasons and as a model for students. Therefore, when making decisions the School shall take into consideration the impact of those decisions on the environment.

The School shall encourage student initiatives that further sustainable environmental practices.

5.3 RESPONSIBILITIES

The Head of School, in conjunction with the Business Manager and School Leadership Team will be responsible for all day to day operations of the school.

The Board will be responsible for developing and approving the Facilities Master Plan (and accompanying Finance Plan) with the support of the Head of School. They will approve all budget items related to Operations through the regular budgeting process.

5.4 OPERATION AND MAINTENANCE OF SCHOOL FACILITIES

Facilities are to be maintained and operated in a safe, healthful condition to protect the students and faculty. The Head of School and Business Manager will develop an annual plan to maintain the physical plants and grounds by way of a continuous program of repair, maintenance, and reconditioning.

5.5 COMMUNITY USE OF SCHOOL FACILITIES

The Board supports the community use of our facilities.

Buildings and field spaces may be used before and after the regular teaching day, if the use/activity does not interfere with regular activities of the School. School sponsored activities, including curricular and extra-curricular functions, are to receive first priority in the use of all School facilities.

The Head of School is authorized to establish procedures for the community use of School facilities. The Head of School also has the authority to waive any rental fees or portions thereof.

5.6 PURCHASE AND SALE OF REAL PROPERTY

The Board has exclusive control of the acquisition and disposal of all School property. This power shall be exercised only when the Board determines by resolution that such property is or is not necessary for School purposes.

5.7 DATA STORAGE AND SECURITY

The collection, analysis, and utilization of data is a vital aspect of school operations and planning, however, given the fast-changing nature of digital technology and increasing

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vulnerabilities, that data must be handled with care. Accordingly, the Head of School shall ensure that the School maintains appropriate storage, access, use, and protection of data in accordance with best practice, throughout the school.

5.8 ACCEPTABLE USE OF TECHNOLOGY

The appropriate use of technology is vital to fulfilling the School's Mission. The School is committed to ensuring that technology is employed ethically and constructively. The Head of School will maintain, communicate, and ensure compliance by faculty, staff, and students, with "Acceptable Use of Technology Guidelines."

5.9. HEALTH SERVICES

MBIS will maintain and supply a Health Office that will be staffed by health professional(s) who shall be responsible for coordinating the health services of the School.

The health professional(s) will provide assessment and nursing care at the Health Office on student-contact days, including first-aid treatment for students who become ill or are injured at school or while engaged in a school activity. The health professional(s) shall also provide first-aid care to MBIS employees injured on campus during working hours.

The School Health Officer will ensure all health requirements are met, including vaccinations and health screening.

5.10 RISK MANAGEMENT

5.10.1 RISK ASSESSMENT

The School will do an annual risk assessment and review of their risk management plan.

5.10.2 EMERGENCY PROTOCOLS

The School will develop a full slate of emergency protocols (fire, earthquake, lockdown and evacuation) and share with all stakeholders. The mechanism for sharing will be developed by the School Leadership Team.

All emergency protocols will be practiced at least three times per year and will be reviewed every three years.

5.10.3 EMERGENCY SCHOOL CLOSURE

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The Head of School has the authority to close the school for up to three days for events such as weather emergency (keiho) or outbreak of disease (e.g. COVID). The Head of School may also delay the opening time of the school, or hold students past dismissal time depending on the safety considerations.

In conjunction with the leadership team, the Head of School will determine if the school will carry on with Emergency Distance Learning.

School closure of more than three days, caused by such things as natural disaster, civil unrest or force majeure must be decided by the Board of Directors in consultation with a variety of sources.

All school closures are to be communicated to staff and parents as soon as the decision is made.

5.11 SCHOOL INSURANCE COVERAGE

It is the policy of the School to arrange for adequate insurance coverage for the School's buildings and property, for its employees and students and for any liabilities it or its employees or Board Members may have under applicable laws.

It is the responsibility of the Head of School and Business Manager to periodically review the insurance program and provider to ensure the school has the best possible coverage.

All students and school employees are covered under a 24/7 school insurance plan. The school insurance only covers injuries related to school accidents. Injuries related to school accidents are defined as any external physical affliction caused in school or during any school-related activities, including commuting to and from school.

The School will purchase and pay for Director and Officer (D&O) Insurance for the Board of Directors, the Head and other members of the Administrative staff.

5.12 TOBACCO, NICOTINE, ALCOHOL AND OTHER SUBSTANCES

MBIS is a smoke-free, nicotine-free campus. In the interest of the health of the School community, use of nicotine products is forbidden on the campus. In addition, the School prohibits the consumption of alcohol on campus by students. Consumption of alcohol is permitted for adults with the written consent of the Head of School, however, alcohol consumption is not permitted while school is in session and/or in the presence of students.

5.13 FOOD SERVICES

The School will maintain a quality school lunch program that provides opportunities to purchase food items on campus in keeping with healthy food choices. This program will be provided through a contracted vendor.

The contract will be signed on an annual basis and reviewed every three years to ensure the best quality food services.

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5.14 TRANSPORTATION OF STUDENTS IN SCHOOL-OWNED AND PRIVATELY OWNED VEHICLES

Under the following circumstances the Board authorizes the use of School-owned and Privately owned vehicles to transport students:

1. When a student's welfare is involved and due care dictates immediate action;
2. When engaged in a field trip activity; and
3. When engaged in an extracurricular activity.

5.15 BUS TRANSPORTATION

The School may provide bus service to and from school. The cost of bus service will be borne exclusively by those who use the service.

School bus services will be provided through a vendor contract. The Business Manager will ensure all safety and other requirements are met by the vendor, and will facilitate the payment of bus fees.

SECTION 6 – CURRICULUM

6.1 INTRODUCTION

Marist Brothers International School is committed to excellence in education, equality of educational opportunity, and the recognition of each student’s individuality. The educational program offered will be holistic in nature and consistent with current research and practice in instructional design and method.

6.2 GUIDING STATEMENTS

The Guiding Statements offer the underlying philosophy and direction for all initiatives at Marist Brothers International School.

Mission

Marist Brothers International School will make students our utmost priority and encourage them to achieve their full potential by fostering spiritual growth, appreciating cultural diversity and developing a life-long love of learning. We will provide the opportunity for all stakeholders to develop a sense of community, spirit and pride in our school.

Vision

We educate students in a nurturing environment based on Catholic values and the traditions of the Marist Brothers. We provide a rigorous program of study that prepares our students for higher education, internationally and in Japan. Our students gain knowledge, communicate effectively, develop good character and become responsible citizens of a global society.

6.3 MARIST EXPECTATIONS

In alignment with a holistic approach to education, Marist Brothers International School has identified the following attributes we strive to develop in all students.

Marist Brothers students will be:

Inquirers - We engage in research and investigation, becoming self-directed, lifelong learners.

Knowledgeable - We strive to develop intellectually, physically, and artistically.

Thinkers - We consistently think critically, ethically, and creatively.

Communicators - We collaborate in a multilingual environment, with confidence and courtesy.

Principled - We take responsibility for our own actions, building trust through integrity, honesty, and humility.

Open Minded - We seek to broaden our understanding and appreciation of other cultures and perspectives.

Caring - We show compassion within our school community and beyond.

Risk Takers - We take on challenges as active participants and dare to push beyond our comfort zones.

Balanced - We strive for balance of mind, body and spirit, to develop as well-rounded individuals.

Reflective - We use past experiences as a guide to future actions.

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6.4 CURRICULUM Marist Brothers International School offers a rigorous curriculum, based on sets of international standards clearly outlining what our students will be expected to know, understand and be able to do at the various stages of their development. The curriculum is designed to meet the needs of a multicultural student body with a strong emphasis on developing the English language. Almost all Marist students are English Language Learners.

Marist Brothers is an English-medium school with all subjects except for Japanese taught in that language.

The school is also committed to the development of Japanese, with all students taking this as a class from kindergarten to Grade 12.

6.4.1 LOWER SCHOOL (MONTESSORI AND KINDERGARTEN)

The Montessori Program will provide a carefully planned, stimulating environment to help children develop the foundational habits, attitudes, skills, appreciations and ideas that are essential for a lifetime of creative learning. This is designed as a three-year program, and children who become five attend Kindergarten class in the afternoon to help their transition into the first grade.

The Kindergarten program provides daily instruction in Reading, Phonics, and Mathematics. Social Skills are developed to encourage students to work independently and cooperatively in groups. The program also provides instruction from specialists about, Art, Music, Library Skills, and Physical Education. MBIS emphasizes the belief that the Montessori / Kindergarten student is not only able but also ready and eager to learn.

6.4.2 LOWER SCHOOL (ELEMENTARY) GRADES 1 to 6

The Lower School follows the California State Common Core Standards. The core curriculum for Grades 1 to 6 includes Reading, Language Arts, Japanese, Mathematics, Social Studies, Science, Art, Music, Library Skills, Computer Education, Physical Education, and Religious Education. In addition, Japanese Studies are integrated into the curriculum to develop knowledge of host country characteristics. The elementary curriculum is a carefully planned and articulated program, defined for each curricular discipline with specific student learning objectives identified for each grade level.

6.4.3 UPPER SCHOOL GRADES 7 – 10

Grades 7-10 follow the California State Common Core standards. The core curriculum consists of English Language Arts, Science, Mathematics, Social Studies, Physical and Health Education, and Religious Education. Students choose either Visual Arts or Music as an elective.

G7 - Art or Music

G8 - Art, Music or Film

G9 - Art, Music or Yearbook/Journalism

G10 - Art, Music, Yearbook/Journalism and Introduction to Computer Science

The 7-10 program is designed as a precursor to the International Baccalaureate Diploma Program, with all curricula designed to develop the skills, knowledge and attitudes necessary to be successful in this very rigorous program.

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6.4.4 UPPER SCHOOL GRADES 11 AND 12

Grades 11 and 12 follow pathways developed around the curriculum of the International Baccalaureate Diploma Programme (IBDP). The three pathways offered are:

- MBIS Diploma + IB Subject Certificate(s)
- MBIS Diploma + IB DP
- MBIS Diploma + IB Bilingual DP

MBIS is an IB World School and accredited by the Western Association of Schools and Colleges; therefore, all graduates are able to attend colleges and universities around the world.

6.4.5 MARIST DIPLOMA REQUIREMENTS

In order to be granted a Marist Diploma, students must complete the following:

Course Area Credits Needed

English 4.0

Math* 3.0

Science 3.0

Social Studies 3.0

Foreign Language** 3.0

Core Subjects Total 16.0

Additional Credits required 6.0

Minimum Graduation Requirement Total 22.0 credits

Electives and credit value/semester: PE (0.25), RE (0.25), ToK (0.25), Art (0.5), Music (0.5),

Computer Science (0.5) *As of the 2021-22 School Year, Algebra 1 (taken in Grade 8) may count towards Math credit for graduation **Students taking a self-directed language course in Grade 11 and 12 only require 2 foreign languages. All grade 11 and 12 students are required to enroll in Creativity, Activity, Service (CAS), and Theory of Knowledge (TOK). Credit is awarded for the satisfactory completion of TOK.

6.5 ACADEMIC FREEDOM

The Board recognizes the right of teachers to choose the method(s) of instruction and assessment, as long as these are:

- a) Consistent with current research and practice
- b) Aligned with the school learning standards (California Common Core and International Baccalaureate Diploma Program)

6.6 CURRICULUM REVISION

The curriculum review process runs on a six year cycle. Staff are split into departmental groups led by the Head of Department. All levels of the school (Grades 1-12) are represented in these groups.

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The review cycle is done in a staggered format, so resource ordering will be spread out over a number of years.

All curriculum revisions are examined and approved by the school Curriculum Committee. Major changes in curriculum, such as the adoption of an entirely new set of standards will be referred to the Board of Directors for approval.

6.7 CURRICULUM ADOPTION

Any major change to the curriculum (eg adoption of the IB program) must be approved by the Board of Directors.

The process for major curriculum change will be as follows:

- 1) Concerns or questions will be brought to the Board for discussion by the Head of School with a clear description of why change is needed or recommended.
- 2) The issue will be referred to the Education Committee, which will:
 - a. Discuss the concerns or challenges related to the current curriculum
 - b. Explore options for new curricula and standards.
 - c. Identify any related costs, such as professional development and purchase of appropriate resources
 - d. Identify a tentative timeline for implementation, including stakeholder consultation
 - e. Make recommendations to the Board.
- 3) This process would be expected to take not less than one calendar year.