

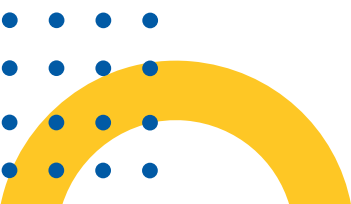



GOVERNANCE HANDBOOK

THE ENGLISH WAY

COMPREHENSIVE CULTURE
OF EXCELLENCE

EFFECTIVE GOVERNANCE
AND FINANCIAL SUSTAINABILITY



 Fundación Educativa de Inglaterra	GOVERNANCE HANDBOOK	Code: MNL – 001 - E	<small>Nit 860.023.814-8 No responsable de IVA - ICA 7x1000 Calle 170 N° 15-68 Tel (571) 676 7700 - Fax (571) 671 1318</small>
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I. THE ENGLISH SCHOOL

1. DESCRIPTION

The English School is a non-confessional, private non-profit, privately owned and funded, tuition-based, Pre-Kindergarten through Eleven Grade School. The English School is an international school, of British tradition, which promotes intercultural learning, inclusion, and differentiation.

Consistent with our Mission, The School bases its pedagogical strategy on the principles and programs of the International Baccalaureate (IB), and adheres to its curricular objectives, organizes its pedagogical models and practices around it and is committed to the development of the profile of the IB learning community. However, due to its inherent national and international qualities and its setting in Colombia and due to the diverse international backgrounds of the school population. It is believed that modifications to the basic IB program to complement the school's international setting and population are necessary. Such modifications include but are not limited to, English as a Second Language instruction and the inclusion of Colombia's culture, history, and geography in accordance with State requirements.

2. SHARED MISSION AND VISION

2.1 MISSION


Our purpose is to maximise the academic and personal potential of each of our students through a comprehensive culture of excellence that is holistic, based on the IB principles and programmes and that encompasses distinction in the academic, artistic and athletic fields, fostering leadership and the ability to innovate, mindful of the unique strengths and interests of each student.

2.2 VISION

To be an agent of change for Colombia and the world, by educating global citizens that are inspired and guided by the core values of integrity, excellence and social and environmental responsibility and awareness.

2.3 STRATEGIC PILLARS

All the strategic decisions, prioritization of resources, and actions are based on the following three pillars:

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1. Comprehensive Culture of Excellence
2. Committed Community "*The English Way*"
3. Effective governance and financial sustainability

2.4 "THE ENGLISH WAY" MANIFESTO

The English School is an international school, of British tradition that promotes intercultural learning, inclusion, and differentiation.


Our community is committed to provide a safe environment that prioritizes the welfare and care of our students. Consequently, it is respectful of constitutional rights, Colombian legislation, and embraces the principles of the "UN Convention on the Rights of the Child", the "UN Declaration of Human Rights" and the Code of Ethics of the Council of International Schools (CIS).

All the members of the committed community "The English Way" shall be respectful, trustworthy, and ethical.

3. STRATEGIC PLAN

The Strategic Plan for 2019-2024, *The English Way*, articulates the focus and direction of the FEI. It outlines our ambitious objectives as we aim to be amongst Colombia's best International Schools, continue our ascent in local and world rankings, and extend our regional, national, and international reach and impact. The Strategic Plan outlines three interconnected streams of strategic intent (the three pillars) which will be rolled out progressively over the next five years. These initiatives will drive our quest to shape the FEI and its schools into a globally prominent institution of intercultural learning inclusion and differentiation, committed to provide a safe environment that prioritizes the well-being and care of our students, actively upholding as our core values: respect, trust, integrity and the principles of the IB Learner Profile. As candidates for CIS accreditation, we embrace the definition of "global citizenship" and express our commitment to its active development across the school programs.

The current approved Strategic Plan for 2019-2022 is available online at: www.englishschool.edu.co

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II. GOVERNANCE AT THE FEI


1. INTRODUCTION

The governance at the FEI is concerned with ensuring that the education activities of teaching, sports practice, extracurricular programs and related activities within its institutions (The English Nursery, TEN and The English School, TES), are reputable, of high quality, comply with institutional policy requirements, deliver expected outcomes for students and constituencies, and that qualifications awarded meet the requirements of the Colombian System of Education as determined by standardized test for example or by set requirements of the local Education Secretariat (*Dirección Local de la Secretaría de Educación - Usaquén*), the Ministry of Education and international organizations to which the FEI adheres such as the IB organization.

The governance of the FEI and its academic institutions is broader than the, General assembly, Board of Trustees and Head of School with responsibility being also distributed amongst School's governing bodies and groups such as standing and sub-committees, faculty governance committees and multiple stakeholders, executive management structures, parents and students organizations required by law, including the Parent s Council (PACTES), The association of TES parents (TESPAS), The association of TES Alumni, Students Council, Academic Council and the Directive Council. The standing and *ad-hoc* committees of the Board as well as the mandatory organizations required by the Colombian Law are intended to advise the Board of Trustees and Head of School and provide leadership in policy formulation and development of strategies within their terms of reference. The structure of the FEI governance enables communication and interaction between and within administrative and academic committees, the main constituencies of the institution and the Board of Trustees.

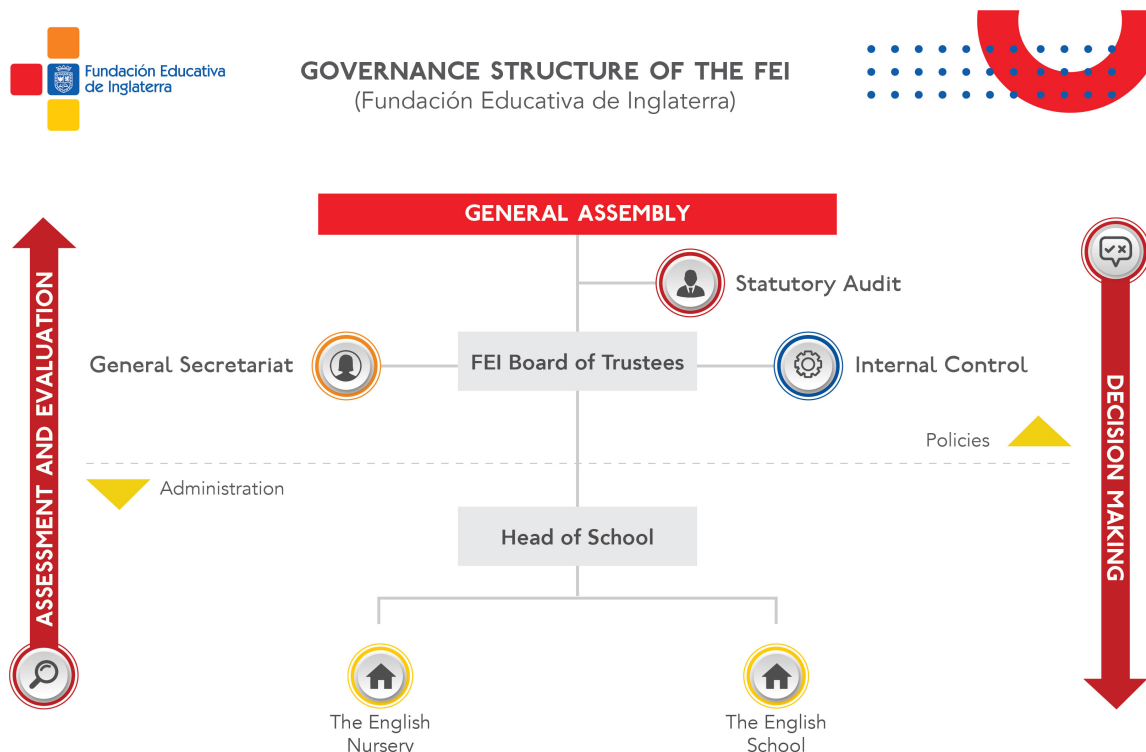
The Board of Trustees is responsible for assuring academic excellence and quality at all levels in accordance with a set of primary elements of governance required of the governing body of an educational institution:

1. The governing body is unambiguously and collectively accountable for institutional activities, taking all final strategic decisions on matters of fundamental concern within its remit.
2. The governing body protects institutional reputation by being assured that clear regulations, policies, and procedures that adhere to legislative and regulatory requirements are in place, ethical in nature, and followed.
3. The governing body ensures institutional sustainability by working with the Board of Trustees and the Head of School to set the institutional mission and strategy. In addition, it needs to be assured that appropriate steps are being


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- taken to deliver them and that there are effective systems of control and risk management.
4. The governing body receives assurance that academic governance is effective by working closely with the Head of School and the Directive Council as specified in the governing instruments and bylaws.
 5. The governing body works with the Head of School to be assured that effective control and due diligence take place in relation to institutionally significant external activities.
 6. The governing body must promote equality and diversity throughout the institution, including in relation to its own operation.
 7. The governing body must ensure that governance structures and processes are fit for purpose by referencing them against recognized standards of good practice.

The FEI governance model follows the traditional model of most local and international IB schools, with the primary policy and strategic level decision makers being the General Assembly, the Board of Trustees, and the Head of School and his/her executive team.



Such model of governance has its origins in the tradition of the FEI as a non-for-profit organization and is founded upon consultation, collegiality, and broad-based representation.

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2. THE GENERAL ASSEMBLY

The General Assembly is the supreme authority of the FEI, which is integrated by the meeting of its active members, accredited in a manner and under the conditions indicated in the Law and in accordance with the statutes. The current approved statutes under Chapter IV, Section A, article 17 (available online at: <https://www.englishschool.edu.co>) provide details on the responsibilities and powers of the General Assembly. It is one of the responsibilities of the general assembly to elect and appoint the members of the Board of Trustees of the FEI in accordance with the provisions of the current statutes.

3. THE BOARD OF TRUSTEES

The Board of Trustees (on forward, the Board) is the principal policy-making and advisory body on all Financial, Administrative and Academic matters relating to and affecting the FEI. It also advises the Head of School, Directive Council and SELT Council on matters of academic policy and the formulation of the academic objectives of the Schools and the actions necessary to sustain and develop such objectives in line with the Guiding Statements set for the institution. The current approved statutes under Chapter IV, Section B, Article 32 and those that follow (available online at: <http://www.englishschool.edu.co>) provide details of the Board's responsibilities, powers, and membership.



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The FEI Board of Trustees organizes itself to focus on those areas where it can add the more value, currently this structure revolves around our three guiding statements. Standing committees and task forces are implemented as the need arises within the framework of our guiding pillars. The Board and each standing committee or task force normally meet at least one time per month or when timely required to discuss matters of urgency (see FEI Statutes, Chapter IV Section B, Article 39).

Apart from meetings convened by the Chairperson or Secretary General, the Board of Trustees may meet in special meetings if in accordance with the current FEI statutes and Board Bylaws. The request will indicate the subject proposed for discussion and the date proposed for such meetings

The Board of Trustees may deliberate and decide in a virtual manner, by simultaneous or successive communication in accordance with the quorum required for each matter, which may be made up of members who are participating in person or not. In order to prove the validity of the meeting and decisions of a virtual nature, evidence shall be collected in media such as audio or video recording, email, in which the date, time, and topics are clearly stated and indicated.


Minutes are the official record of the Board meetings, providing a true and correct account of the Board/Committee's discussions and decisions. The minutes are approved at the following scheduled meeting. Minutes of previous meetings are available by contacting the General Secretariat during the inspection process.

3.1 MISSION OF THE BOARD

The Board is responsible for assuring academic excellence and quality in accordance with the set of primary elements of Governance for and educational institution as described above.

Based on the current approved statutes, the Board of Trustees is composed of seven (7) principal members and three (3) alternate members. Three (3) of the seven (7) principal members could be external to the community who are representative of the professional diversity in the FEI and with well-established experience in their respective fields of professional experience. It also includes the Head of School, the Secretary General and the Administrative and Financial Director as *ex-officio* members with non-voting power. The Board can include special guests and professional staff invited on specific occasions as key partners in the operationalization of its mission.

Free and open debate fosters moral authority within an academic community, and the Board provides a forum to promote deliberation and information flow on a wide range of issues affecting the FEI schools. The Board provide cross-functional and

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collegial mechanisms to address and resolve complex problems that cut across academic and administrative policy. Quality assurance and continuous improvement through the embracing of innovative change is imperative at the FEI to ensure the delivery of motivating and successful educational programs, particularly considering the context of a changing Primary and Secondary education environment and the FEI strategic directions detailed in the current Strategic Plan (available online at: <http://www.englishschool.edu.co>). The Board and its task forces, standing and sub-committees have oversight of a number of key areas that potentially have a high-risk impact on the reputation of the Schools. To this end, a high level of commitment is expected from its elected members, both in terms of attendance, active participation and ethical behavior.


3.2 RESPONSIBILITIES AND POWERS OF THE BOARD

The FEI statutes (available online at <http://www.englishschool.edu.co>) of 2020 and the FEI Board rules govern the work of the Board of Trustees and amongst other matters set out its responsibilities and powers in more detail under Chapter IV, Section B of said statutes. The internal rulebook of the Board of Trustees and the FEI Policy Manual complements those responsibilities.

3.3 RESPONSIBILITIES OF THE BOARD

The Board is responsible to the General Assembly amongst others for the following:

- To choose and to employ a competent Head of School.
- To choose and employ a Secretary General.
- The implementation of mechanisms of internal control. To choose and employ a judicial or natural person as the Internal Control Manager.
- To adopt such bylaws and policies that will make the school effective and provide for continuous improvement in all aspects of school life, especially bearing in mind the needs, wishes and desires of the diverse community it serves. Policies may be adopted or amended by a simple majority vote. These policies shall be contained in the School Policy Manual, which is freely available for consultation by all Trustees, staff and parents at <http://www.englishschool.edu.co>
- To secure funds through tuition, registration fees and other appropriate fees, which will adequately finance the operation of all educational programs. Also, to undertake such fund-raising efforts as may be required from time to time for specific purposes.
- To evaluate and present an annual budget to the general parents' assembly for approval
- To provide and maintain educationally efficient and safe school premises and facilities

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- To evaluate the Head of School as well as the Secretary General, on a biannual or yearly basis in accordance with their employment contract.
- To maintain and uphold the school philosophy and guiding statements. This will be supported by clear goals and objectives and developed in consultation with the administration and staff as stated in the current Strategic Plan.
- To ensure that the educational programs of the school are monitored on a regular and consistent basis
- To evaluate itself on a yearly basis.


Chapter IV, Section B, Article 32 of the *Current statutes of the FEI* provides the complete list of responsibilities and powers of the Board of Trustees.

3.4 TRUSTEES MEMBERSHIP

The composition of the Board of Trustees consists of ten (10) elected members, seven (7) principals and three (3) alternates, as determined in Chapter IV, Section B, Article 33 of the *approved statutes of the FEI*.

3.5 ELECTION OF MEMBERS

- Board members shall be elected for two-year (2) terms. Newly elected members assume, and retiring members relinquish, their duties upon the announcement of the election results on the day of the election. Members may be re-elected by the General Assembly, and their mandate may be revoked at any time. No member of the Board of Trustees may be re-elected for more than one biennial, additional and consecutive period. In any case, the period of the members elected to the Board of Trustees will be extended as long as the Assembly does not remove them or until it makes a new appointment.
- The elections will take place at the annual Ordinary General Assembly.
- Candidates shall be nominated by active parents' members of the community and shall meet the criteria described under Chapter IV, Section B Article 34 of the *Current statutes of the FEI*.
- Applications shall be submitted to the Secretary General of the Board in writing at least ten (10) days in advance of the date of the election. If at the beginning of the General Assembly the number of candidates is not sufficient to meet the open positions of the Board with their alternates, the presidency of the Assembly may invite active members present at the meeting to postulate their names. The members of the Board of Trustees who can be re-elected must register their candidacy but will not be required to resubmit their resume. All nominations to be valid shall be supported by a signed statement from the candidate that he/she is willing to stand for election and a broad statement of

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- his/her contributions to the Board if elected. The Secretary General will provide the form to be submitted with the candidacy.
- The members of the Board of Trustees will be elected by the General Assembly through the uninominal voting system of simple majorities, in such a way that those who obtain the greatest number of votes will be elected in numerical order, until the vacant positions of principal and alternates, respectively, are fulfilled. In case of a tie vote for the last remaining vacancy such a situation will be resolved by the seniority of the candidates within the FEI community as stated in the FEI statutes. If the tie vote continues, the vacancy will be resolved by a coin toss. This same procedure will apply in case of a tie vote for external members.

3.6 ELIGIBILITY FOR BOARD MEMBERSHIP


- Elected members to the Board need to have children enrolled in the school and be up to date with his/her financial obligations to the FEI and its educational establishments.
- No voting member shall be an employee or a direct family member of an employee of the FEI.
- No voting Board member or a member of his/her family shall serve simultaneously as a member of the Parents Council (PACTES) or the School's Parents Association (TESPAS).

The FEI requires that candidates to Board membership avoid any conflict of interest or appearance of conflict of interest between their own interests and the interest of the FEI and its establishments. To avoid the appearance of impropriety, candidates to Board membership shall fill and sign a conflict of interest and disclosure statement form as part of the nomination process.

3.7 METHODS OF APPOINTMENT

Members of the Board are elected for a two-year (2) term. The election cycle normally commences 10 days before election with nominations and closes in February or early March with elections at the annual Ordinary General Assembly, with the new members' term of office commencing upon election by the active members during the annual Ordinary General Assembly.

A casual vacancy may arise in situations where a member is unable to attend a series of meetings, by formally renouncing his/her post on the Board or when subject to an investigation and the revocation of the mandate is ordered; in these cases, a leave of absence is approved by the Chair, and appropriate replacement arrangements are made by choosing an elected alternate member based on the

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counts of his/her election votes. A voting member may be removed from the Board by a two-thirds majority of the full voting Board by secret ballot.

To facilitate communication channels and effective board deliberations and planning, all standing committees and task forces of the Board are required to have a Board nominee or nominees, selected by the Board in accordance with the standing committee's Charter or terms of reference of the Board.

Members of the Board are appointed to standing committees, task forces and sub-committees through a variety of mechanisms, including:

- by formal election according to the appropriate election rules; or
- by nomination, as detailed in the relevant terms of reference.

3.8 BOARD OF TRUSTEES COMPENSATION AND EXPENSES

Members of the Board elected from within the FEI community will receive no remuneration.

Elected principal external members of the Board will have remuneration equivalent up to 2 SMMLV¹.

Members of the Board shall be reimbursed for all necessary and legal expenses incurred in making any trips on official business for the School when properly justified and approved by the Board of Trustees in regular meeting.

3.9 SELECTION OF BOARD OFFICERS

There shall be three officers of the Board: Chair, Vice-Chair, and Secretary.


The Chair and Vice-Chair shall be selected by the full voting Board of Trustees by a simple majority. The term of office would be one school year, renewable.

Officer positions, which become vacant shall be filled as described in the previous paragraph at the next meeting following the occurrence of the vacancy. Newly elected officers shall hold office for the remainder of the unfulfilled term.

3.10 TRUSTEE'S CONFLICT OF INTEREST

- An employee of the School and/or the relative of such an employee shall not be eligible to become a member of the Board of Trustees.

¹ SMMLV, Legal Minimum Salary as approved on a yearly basis by the Colombian Government

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- If a board member has a conflict of interest in a matter to be reviewed by the Board, he/she shall abstain for cause by announcing such to the Chairperson.
- Whenever a contract for purchases of supplies, equipment or services is to be made from companies (represented) or individuals on the Board of Trustees, proper notice must be given to the Trustees prior to any decisions of the Board of Trustees.
- A Board member, or staff member who has any direct or indirect financial interest in the outcome of any transaction with the FEI and its establishments, -- whether individually or through a company—shall disclose such interest to the Board Chair. If the Chair has an interest, he or she shall disclose it to the Vice-Chair. The individual shall not be eligible to vote on any motion or resolution or participate in any discussion related to such interest.
- Disclosure of a conflict of interest must be recorded in the minutes of the Board or standing committee meeting at which, the disclosure was made.
- No Board member shall be a recipient of any form of tuition/monthly payments (*pensión*) assistance for his/her children. Scholarships earned by academic, sports or artistic merit by his/her children are permissible.


As a principle of good practice, the FEI requires that current Trustees, new elected Trustees, members of Board Committees and task forces, and staff avoid any conflict of interest or appearance of conflict of interest between their own interests and the interest of the FEI and its establishments. To avoid the appearance of impropriety, Trustees, elected Trustees, members of Board Committees and task forces, and staff shall fill and sign a Conflict of interest and disclosure statement form at the beginning of each academic year.

3.11 AUTHORITY OF TRUSTEES

Members of the Board of Trustees have authority only when acting as a part of the Board legally in session or as a result of specific instructions by the Board of Trustees. The Trustees shall not be bound in any way by any action taken or statement made by any individual Trustees, except when such action taken or statement made is during a regular meeting and clearly stated and redacted on the minutes of the meeting or as a result of specific instructions by the Board.

3.12 DELEGATED POWERS OF THE CHAIR

The Chair of the Board may exercise his/her power to modify a meeting's agenda or include items normally submitted for resolution without discussion that are considered urgent. Chair may determine which of such matters must be considered. The Board's Chair has authority only when acting as a part of the Board legally in session or as a result of specific instructions by the Board of Trustees.

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3.13 DUTIES OF THE BOARD OFFICERS

3.13.1 *The Chair*


1. Preside over all meetings of the Board, enforce the rules governing meetings, and provide for the efficient conduct of business.
2. Convene the General Assembly and the Board of Trustees in accordance with current Statutes.
3. Present at the first Board meeting of the academic year, the Action Plan for the year for revision and adoption.
4. Inform the Head of School and the FEI community on decisions adopted by the Board.
5. Appoint special committees and task forces aided by the suggestions of the other Trustees.
6. Sign all communicates emitted by the Board.
7. Present a personal copy of the Strategic Plan, Bylaws, and Policy Manual to all newly elected or appointed Trustees.
8. Ensure that all new members are properly oriented to the duties of a Board member.

3.13.2 *The Vice-Chair*

1. Assume the duties of the Chair in the absence of the Chair
2. Oversee the revision of the Board of Trustees policy manual.
3. Assume the duties of the Secretary in the absence of the Secretary.

3.13.3 *The Secretary*

1. Be responsible for the accurate note taking or recording and dissemination of the minutes of meetings.
2. Be personally responsible for maintaining the confidentiality of the minutes of the Board sessions.
3. Be responsible for drafting and disseminating the formal correspondence of the Board and maintaining the files of Board correspondence.
4. Be responsible for maintaining the Board of Trustee's historical archives.
5. Be responsible for carrying out all elections for and within the Board of Trustees.
6. Ensure that all candidates to Board membership, elected Trustees, members of Board Committees and task forces, and staff fill and sign a Conflict of interest and disclosure statement form at the beginning of each academic year.

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3.14 DUTIES OF VOTING TRUSTEES


1. Serve on established standing Board committees or task forces and regularly attend meetings.
2. Act as a committee chair or lead a task force when required.
3. Be prepared for Board meetings by reading the agenda and associated documents, preparing relevant questions and by offering their full attention during all proceedings.
4. Act in a manner supportive of the school and its community through active participation, exchange of ideas, and provision of expert insights into topical discussions.
5. Adhere to the established code of ethics

3.15 SPECIAL GUESTS

Special guests may be invited to be present at the Board meetings on topics of relevance. Special guests can be members from within the FEI community and people with specified expertise external to the community. Members of Councils and/or staff from the Schools are invited to attend, where appropriate.

3.16 BOARD OF TRUSTEES MEETINGS

- The Board of Trustees will meet at least once a month during the academic year (August-June).
- All meetings will be open to the community and invited parties, except when the Board of Trustees is in Extraordinary Session.
- Extraordinary Sessions will be attended only by voting members, the Head of School and any specifically invited parties. The Head of School, Secretary General and Administrative and Financial Director may be excluded when his/her performance or contract is being discussed or when the Board will discuss issues exclusively related to its fiduciary responsibilities that do not require the presence of the Head of School, Secretary General or Administrative and Financial Director.
- All regular Board of Trustee minutes will be taken by the Secretary General. These minutes will be available to all community active members on request during the inspection period. Executive Session minutes will be taken by the Secretary, or designated alternate in case of the Secretary's absence, and can be reviewed during executive session at Board of Trustee meetings by voting Trustees only.
- No meeting shall be deemed to be in session unless there are at least two-thirds of the total voting members present (4 voting principal members according to our currently approved statutes).

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- Special Board of Trustees meetings may be called by the Chairman at any time as the need arises or when requested by three or more voting Trustees.

3.17 EXTRAORDINARY SESSIONS OF THE BOARD

The Board of Trustees, at the discretion of the Chairperson or upon request of three or more voting board members, may hold an Extraordinary Session to discuss matters considered by the Board to be sensitive or urgent.

Only voting Trustees, the Head of School, the Secretary General, or a designated Board member and those specifically invited by the Board to attend shall be present at the Extraordinary Sessions.


Minutes taken during a Session shall be held as confidential in accordance with the Board of Trustees' policy on minutes. Members of the Board of Trustees as well as invited guests shall be duty bound to keep all matters discussed in Session in strictest confidence and in line with the signed confidentiality agreement. Any such breaches will be subject to censure by the Board of Trustees or further action if appropriate.

3.18 STANDING COMMITTEES AND TASK FORCES OF THE BOARD

The FEI Board of Trustees may create standing Committees or Task Forces it deems necessary. As the need arises, the Chairperson appoints members and chairpersons, unless otherwise instructed by the Board of Trustees.

Within their assigned areas, Committees and Task Forces will consider issues, prepare reports, and make recommendations for the decision of the Board of Trustees.

- Committees and Task Forces have no authority unless specifically delegated to them by the full Board.
- Committees and Task Forces do not supplant the authority and responsibility of the Board. They assist the Board in doing a more efficient job, and they report directly to the Board.
- Committees and Task Forces have no policy-making authority. Committee and task forces responsibility is limited to providing information and recommendations to the Board.
- Additional committee members may be selected by the Board or the committee chair with the Board's approval. Unless there is a conflict of interest (e.g. salary or performance review), the Head of School shall serve as an ex-officio member of all committees.

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- Each committee chair shall present progress reports at regular sessions. Committee chairs shall present a final written report at the last Board meeting of the school year, which summarizes activities, decisions and recommended follow-up action. The publicizing of committee findings, recommendations or any related information is at the sole discretion and approval of the Board of Trustees and does not lie with the committee.
- The Board of Trustees has authority to dissolve any committee or task force at any time. Unless otherwise directed by the Board, all committees will be dissolved automatically at the end of the school year.

FEI Board of Trustees standing committees and task forces shall be framed within the set Guiding Statements of the FEI, the purpose of such committees and task forces should serve in the advancement, assurance, assessment and achievement of the objectives of each guiding statement as described in the Strategic Plan.


3.19 ON BOARD OF TRUSTEES POLICY DEVELOPMENT

The Board of Trustees has developed and adopted a set of operational policies to be maintained in a manual entitled "Policy Manual - Fundación Educativa de Inglaterra." The Board shall adopt additional policies as needed and revise existing policies as provided therein; and make them available to governmental authorities, accreditation agencies, parents/ guardians, staff and interested members of the School community.

Adoption of new policies or changing existing policies is solely the responsibility of the Board of Trustees with exception of those contained in the current Statutes and whose adoption is in the exclusive remit of the General Assembly. Adoption, deletion, or amendment of the policies shall require a quorum of the Board of Trustees and a majority vote.

The Head of School, the standing Policy Committee or task force of the Board shall provide the initial draft of new policies or revisions of current policies that may be under consideration. Other proposals for new policies or revisions of current policies may be made in writing by anyone connected with or interested in the School, and may be presented to the Head of School and then communicated to the Policy Committee or task force of the Board. The designated Committee or task force will review the proposal and either approves it for drafting or rejects it and informs the person(s) submitting the proposal of the reason for rejection.

Except in cases of emergency, the adoption of Board of Trustees policies will follow the sequence below. The sequence may not be concluded in less than two regular meetings of the Board.

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1. Reading of the proposed or revised policy as an item of information, after a copy of the draft has been distributed to Trustees.
2. Receipt of concerned individual or group responses (by the Head of School or whom the Board designates) for presentation to the Board of Trustees at the next regular meeting.
3. Discussion and final action by the Board of Trustees, after receipt of the final draft.

The formal adoption of policies will be recorded in the minutes of the Board of Trustees meeting. Only those written statements so adopted and so recorded will be regarded as formal policy of the Board. Policies will normally be effective at the start of the next academic year unless immediately adoption is necessary. Each policy should have a specific effective date to provide guidance for the Board of Trustees.


If a situation arises in which the Board of Trustees must act quickly, the Board of Trustees may, by a two-thirds vote of voting Trustees (4 voting members under the currently approved statutes), waive the requirements of the adoption sequence described above and may propose, discuss and adopt a policy or a policy change at a single meeting. However, it is a principle of good practice of the Board of Trustees to reconsider such "emergency" policies after they have been in force for several months, to ensure that the policy is well considered and is still appropriate for continued use.

3.20 AMENDMENT OF THE BOARD'S REGULATIONS

- Any part of the Board's Regulations may be amended by qualified majority of the full voting Board of Trustees, according to our currently approved statutes; this corresponds to five (5) voting members.
- Unless specifically stated otherwise, revised Regulations shall take effect immediately upon passing.
- If the acceptance of amended Regulations causes a change in status of any Board member (i.e. change in eligibility, or end of term), the member shall continue in his/her position until the next election.

3.21 BOARD SELF-EVALUATION

The Board of Trustees endorses the practices for Board Evaluation set by the OECD (OECD 2018) and, as candidates for CIS accreditation, adheres to the CIS code of conduct and adopts it.

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In keeping with adherence to OECD recommendations on good practice, the performance and effectiveness of the board shall be measured by the following “four dimensions”:

1. Quality of the monitoring and risk-management role.
2. Quality of strategic and other institution-related advice.
3. Board dynamics and board members’ pro-active participation.
4. Board composition and diversity

The Board of Trustees is responsible for developing and implementing the instrument or instruments for assessing and evaluating its performance and effectiveness.


3.22 RELATIONSHIP OF THE BOARD WITH THE HEAD OF SCHOOL

The Board of Trustees delegates the day-to-day management of the financial - within the delegated limits-, physical and personnel resources of the FEI to the Head of School, according to the policy and as stated in the current statutes of the FEI.

The Board of Trustees holds the Head of School responsible for the administration of its policies, the execution of Board of Trustee decisions, the operation of the internal infrastructure and facilities designed to serve the School Programs and for keeping the Board of Trustees informed about School operations and problems.

As one of the primary responsibilities of the Board of Trustees is that of securing, when a vacancy exists, the best professional leader available for the position of Head of School, it is a primary mandate that the whole Board of Trustees, and individual members of the Board, should:

- Give the Head of School full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results based on an agreed assessment process:
- Hold all meetings of the Board of Trustees in the presence of the Head of School, except those pertaining to the Head's performance and contract or when internal issues of the Board are to be discussed.
- Refer all complaints, criticisms, and requests to the Head of School, and discuss them only at a regular Board meeting after failure of administrative solution; and
- Present criticisms of any employee initially to the Head of School, following regular conduits of communication and management.

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The Board of Trustees shall devote part of a regular meeting, at least annually to a discussion of the working relationship between the Head of School and the Board of Trustees.

3.23 PURCHASING AUTHORITY

Purchasing authority is set by the General Parents Assembly:

The Board of Trustees has a delegated purchase authority up to a limit of 3500 SMMLV², expenditures superior to this limit will require approval by the General Assembly.

The Board of Trustees delegate authority for the purchase of materials, equipment, supplies and services to the Head of School as long as it is within the limits of the annual operating budget and within the range of his/her delegation.

The Head of School shall direct the purchase of school books, supplies, equipment, services and other items as are required and permitted within the limits of the budget and authorized delegation. The purchase of such items shall require no further Board approval except where it relates to single items of expenditure exceeding 500 SMMLV^{**}. However, in the case of any unusual expenditure, the Board of Trustees should always be informed.


The Head of School may delegate purchasing authority to other members of staff such as the Director of Financial and Administrative Affairs up to a limit of 300 SMMLV^{**}.

Except as stated above, no employee of the FEI and its Schools may obligate the administration for a purchase without receiving prior approval and due process.

Purchase of equipment for supplies and services shall be carried out in a manner that assures competitive price and satisfactory quality for the School.

Due to the legal status of the FEI as a not for profit organization, the legislation contained in Law 1816 of 2016 and the regulatory Decree 2510 of 2017 must strictly be followed in order for the institution to maintain the special tax regime of not for profit organizations. Therefore, any purchase, acquisition, or budget transfer must have the endorsement of the Administrative and Financial Direction who is responsible to the Colombian regulatory authorities for ensuring that the financial and tax related information follows the requirements of the law specially those related to permanent appropriations or endowments.

² SMMLV, Legal Minimum Salary as approved on a yearly basis by the Colombian Government

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4. HEAD OF SCHOOL

The Board of Trustees will be responsible for the issuance and termination of contracts for the Head of School (HoS) as well as his/her annual performance review.

As the Chief Executive Officer, the Head of School is the principal legal representative of the Foundation and Rector of the FEI educational establishments. Additionally, the Head of School is responsible for administering the FEI Schools within the limits imposed by the Board of Trustees' policies and established procedures. The Head of School is responsible for the selection and assignment evaluation and termination when necessary of all school employees, the management of plant and equipment, the administration and supervision of the education Programs and the maintenance of school-community relations. The Head of School is ultimately responsible for his/her actions to the Board of Trustees. He / She may delegate to members of his/her staff portions of these responsibilities (with appropriate authority), but cannot relinquish his/hers overall final accountability for all results.

The Head of School is given the authority by the Board of Trustees to supervise all activities under the control of the Board of Trustees as defined by Institutional Policies. The Head of School is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board of Trustees and the administrative rules and regulations needed to put them into effect. Such documents shall be accessible to all members of the school community in written and/or digital form.


The Board of Trustees will set its qualification criteria when a vacancy occurs. The criteria may vary from one hiring to another. The qualifications will be published prior to the advertisement of the position of Head of School of the FEI.

Chapter IV, Section C, Article 49 of the *Current statutes of the FEI*, provide the complete list of responsibilities and powers of the Head of School.

4.1 EVALUATION OF THE HEAD OF SCHOOL

It is the responsibility of the Board of Trustees to evaluate the Head of School. The Head of School is ultimately responsible for his/her actions to the Board of Trustees. He/she may delegate to members of his/her staff portions of his/her responsibilities (with appropriate authority) but cannot relinquish his/her overall final accountability for all results.

The performance and effectiveness of the Head of School shall be measured by taking into account the following guidelines:

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1. The Board will review, the school's mission and guiding statements to determine what expectations are appropriate to ensure that the mission is being implemented. This discussion shall include items such as the school's overall academic performance, adherence to school policies, fulfilment of the guiding statements, management of the Board-approved budget.
2. The Board will also review, the importance of other factors key to the sustainability of the school. This discussion could include aspects such as quality in monitoring continuous improvement processes, his/her risk-management role, strategic planning abilities, Head's dynamics with staff and community members, and efficiency in communications with the school's community.
3. The Board of Trustees recognizes that the administration of an academic institution is a complex one, and that the appraisal of this process is difficult. Therefore, it shall recognize for evaluation purposes, how various factors, both internal and external to the School, may interact to impact on the Head's performance.

The Board of Trustees in collaboration with the Head of School will be responsible for developing and implementing the instrument or instruments for assessing and evaluating the Head of School performance and effectiveness.


5. ADMINISTRATIVE AND FINANCIAL DIRECTOR

The FEI has an Administrative and Financial Director appointed and removed by the Head of School according to the current approved statutes, the Administrative and Financial Director will have one of the alternate legal representation of the FEI, within the limits and provisions indicated in the Statutes and will be in charge of all aspects related to administrative, financial and human talent resources of the FEI and the educational establishments owned by "Fundación Educativa de Inglaterra" (FEI). It is the responsibility of the Head of School to evaluate the Administrative and Financial Director.

The Head of School will set its qualification criteria when a vacancy occurs. The criteria may vary from one hiring to another. The profile and qualifications will be published prior to the advertisement of the position of Administrative and Financial Director of the FEI.

6. SECRETARY GENERAL

The FEI has a Secretary General appointed and removed by the Board of Trustees according to the current approved statutes, the Secretary General might have one of

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the alternate legal representations of the FEI, within the limits and provisions indicated in the Statutes and will be in charge of all legal and administrative aspects of the Board of Trustees, including note taking during Board meetings, preparation of minutes for the Board approval, Board meetings scheduling and documents preparation, Board communications to the Community, administration and oversight of the institutional archive.

The Board of Trustees will set its qualification criteria when a vacancy occurs. The criteria may vary from one hiring to another. The profile and qualifications will be published prior to the advertisement of the position of Secretary General of the FEI.

Chapter IV, Section D, Article 52 of the *Current statutes of the FEI*, provide the complete list of responsibilities and powers of the Secretary General.

6.1 EVALUATION OF THE SECRETARY GENERAL


It is the responsibility of the Board of Trustees to evaluate the Secretary General. The Secretary General is ultimately responsible for his/her actions to the Board of Trustees. The performance and effectiveness of the Secretary General shall be measured by taking into account the following guidelines:

1. The Board will review, the school's mission and guiding statements to determine what expectations are appropriate to ensure that the mission is being implemented. This discussion shall include items such as, adherence to Board policies and bylaws, management of the Board-approved policies, timely delivery and attendance to governmental requirements, Board meeting scheduling and pre-meeting documentation preparation, efficiency in the oversight of the Board's minutes and institutional archive.
2. The Board will also review, the importance of other factors key to the sustainability of the institution. This discussion could include aspects such as quality in monitoring continuous improvement processes on the administrative and legal side, his/her risk-management role, personal dynamics with staff and community members, and efficiency in communications with the school's community.

The Board of Trustees in collaboration with the Secretary General will be responsible for developing and implementing the instrument or instruments for assessing and evaluating the Secretary General performance and effectiveness.

7. INTERNAL CONTROL

It is the responsibility of The Board of Trustees to implement and exercise internal control mechanisms on a continuous basis, with the purpose of fostering continuous

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improvement of management, evaluation and compliance with policies and procedures.

Chapter IV, Section F, Article 55 of the *Current statutes of the FEI*, provide the general guidelines on the responsibilities of the Board of Trustees regarding the mechanism of Internal Control to be implemented.

8. COMMUNITY ORGANIZATIONS INVOLVED IN DECISION MAKING

By law, the Board of Trustees is required to invites the assistance and advice of different members of the community, including, students, parents and alumni, in specific areas of interest. The Board of Trustees and staff shall give substantial weight to the advice which they receive from individuals and community groups interested in the School, especially those individuals and groups which are required by law and created to advise the Board regarding specific problems. However, the Board of Trustees and staff shall use their own best judgment in arriving at decisions that best serve the interest of the Institution.


III. SCHOOL GOVERNANCE OF TES

1. SELT (Senior Educational Leadership Team)

The Head of School managerial work has the continues advice and support of an executive team integrated by the Heads of Programs, the IB Coordinators, The Head of Curriculum Development, the Administrative and Financial Director, (Senior Educational Leadership Team or "SELT"). This council aims to channel, study and provide the best solutions to the concerns and needs raised by Faculty and academic administrators, and thus ensure the smooth running of the institution. It corresponds to the SELT Council to establish the procedures to carry out the annual evaluation of the teachers in accordance with the guidelines set by the Directive Council and Academic Council of the School, the Policy Manual and Teachers' Bylaws.

2. ON GOVERNING BODIES REQUIRED BY LAW

National regulations, specifically Decree 1075 of 2015, established that an educational community is made up of constituencies who have direct responsibilities in the organization, development and evaluation of the Institutional Educational Project (PEI) that is carried out in an educational institution. In School Governance, the initiatives of students, educators, administrators and parents must be considered in aspects such as the adoption and verification of school regulations, the organization of social, sports, cultural, artistic and social activities as well as those related to community

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service, the formation of youth organizations and other actions that result in the practice of democratic participation in school life.

Article 2.3.3.1.5.3 of the same Decree establishes that each educational institution in Colombia shall have a School Government made up of the Rector or Head of School, the Directive Council and the Academic Council as well as community organizations that would provide advice on matters of academic policy and the formulation of the academic objectives of the Schools and the actions necessary to sustain and develop such objectives. The roles of those instances in the governance of the institution are set by Decree 1075 of 2015 under the provisions of Title 3, Chapter 1, Section 5, Students Government and Institutional Organization. The current institutional educational project, PEI (available online at <http://...>) and Policy manual (available online at <http://www.englishschool.edu.co>) complement those responsibilities.

3. ROLE OF HOS AS RECTOR OF THE SCHOOL

By delegation of the Board of Trustees and to abide by Colombian laws, the Head of School shall exercise the functions of rector of the schools owned by the FEI in accordance with the special rules that regulate educational institutions, including Decree 1075 of 2015 or the regulations that modify, add, repeal and / or complement such Decree. By provisions of Law 115 of 1994 and Article 25 of the regulatory Decree 1860 of 1994 and regulatory Decree 1075 of 2015, it corresponds to the Rector of an educational Institution:

- Guide the implementation of the Institutional Educational Project (PEI) and implement the decisions of the school government.
- Ensure the fulfilment of the teaching functions and the timely provision of the necessary resources for that purpose.
- Promote the continuous process of improvement.
- Maintain active relations with the educational authorities, with the sponsors of the institution and with the local community, for the purpose of continuous academic progress of the institution and the improvement of community life.
- Establish and maintain communication channels between the different stakeholders of the community
- Guide the educational process with the assistance of the Academic Council
- Exercise the disciplinary functions attributed to him/her by law, regulations, and bylaws.
- Identify new trends, aspirations and influences to channel those in favour of improving the educational institutional project
- Promote community service activities that link the institution with the local community


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- Apply the provisions issued by the State, pertaining to education as a public service
- Convene and preside the Academic Council
- Convene and preside the Directive Council
- Other related or complementary functions added by the institutional educational project.

4. DIRECTIVE COUNCIL

According to the provisions of Article 2.3.3.1.5.6 of Decree 1075 of 2015, the functions of the Directive Council will be the following:

- Make decisions that affect the operation of the institution and that are not the competence of another governing authority.
- Serve as an instance to resolve conflicts that arise between teachers and administrators with students in the school.
- Adopt Bylaws, in accordance with current regulations.
- Establish the criteria for allocating available places for the admissions process
- Assume the defence and guarantee the rights of the community, when such rights of any of its members are dimmed compromised.
- Approve the annual plan for placement and development of all the staff in the institution presented by the rector.
- Participate in the planning and evaluation of the Institutional Educational Project (PEI) and curricular plans and the submission of the same for consideration by the Education Secretariat or the agency that acts to verify compliance with the requirements.
- Stimulate and control the proper functioning of the educational institution
- Establish incentives and sanctions for the good academic and social performance of the students
- Participate in the annual evaluation of teachers, school administrators and administrative staff of the institution
- Recommend criteria of participation in community, cultural, sports and recreational activities by members of the community
- Establish the procedure for the use of facilities in educational, cultural, recreational, sports and social activities.
- Promote academic, sports and cultural relations with other educational institutions
- Participate in the planning of the annual budget
- Promote the formation of associations of parents, students, and alumni
- To establish its own rulebook

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5. ACADEMIC COUNCIL

According to the provisions of Article 2.3.3.1.5.7 of Decree 1075 of 2015, the Academic Council will be convened and presided by the Head of School, it shall be integrated by the Heads of Programs and one teacher for each area offered by the institution. It will meet periodically to participate in:

- The study, modification, and adjustments to the curriculum, in accordance with regulatory Decrees and amendments.
- The organization of the curricular plan
- The annual institutional evaluation
- All those functions added that concern with the good running of the educational institution


6. PARENTS ASSOCIATION (TESPAS)

As an active participation body, the School has an Association of Parents - TESPAS - a non-profit entity, legally recognized and with its own established rulebook. It is a nonbinding voluntary to join Association, which has an active participation in the community and mandatory by provisions of Decree 1075 of 2015. The association, in addition to the functions that its rulebook determines, may develop activities such as the following:

- Ensure that the school complies and adheres to the institutional educational project (PEI) and its continuous evaluation.
- Promote parent-training programs to adequately fulfill the educational task that corresponds to them as members of the community and in line with the Guiding Statements.
- Promote the process for the constitution of the parents' council, as a support instance to the pedagogical function that corresponds to them.
- Assist on fund-raising efforts as may be required from time to time for specific purposes

7. PARENTS COUNCIL (PACTES)

According to the provisions of Article 2.3.4.5 Decree 1075 of 2015 and Decree 1860 of 1994 as an organ of the association of parents, the parents' council is a formal way to assure the continuous participation of parents and delegated guardians in the pedagogical process of the Institution. It may be composed of the spokespersons elected by the parents of students who attend each of the different grades offered by the institution, or by any other scheme defined within the association.

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8. STUDENTS COUNCIL

By the provisions of Article 2.3.3.1.5.12 of the regulatory Decree 1075 of 2015, in all educational institutions the Student Council is the highest collegiate body that ensures and guarantees the continuous exercise of participation by students in the decision-making process of the institution. It will be integrated by a spokesperson from each of the grades offered by the institution or establishments that share the same Directive Council.

The Board of Trustees shall consider student opinions in establishing policies, particularly those in the area of student privileges and other areas of special importance to students.


The following are functions of the Students Council:

- Develop its own rulebook
- Elect the representative of the students to the Directive Council and advise him/her on the fulfilment of their representation
- Invite to their deliberations and regular meetings those students who wish to present initiatives on the development and improvement of student life
- Other activities related or complementary to the previous ones added by the Community Handbook.

9. TES ALUMNI ASSOCIATION

The Association of Alumni of the English School shall be constituted as a non-profit entity, legally recognized and with its own established rulebook. It is the purpose of the Association:

- To group all the graduates of the FEI, in order to obtain a cultural, social, professional and intellectual benefit among all the members of the Association.
- To foster the links and the integration of its members with the School.
- To provide advice and feedback on important matters of the school, such as the setting and/or evaluation of Guiding Statements and Educational Objectives of the School, and
- To Provide support and counselling to the Head of School and support him/her in their work of maintaining the relevance, excellence, and progress of the school.

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10. STAFF INVOLVEMENT IN DECISION MAKING

It is the policy of the FEI Board of Trustees to encourage employee participation in decision making for the School. Such participation shall include, as appropriate, involvement in:

1. policy development,
2. administrative rules development,
3. budget planning,
4. facilities planning and
5. curriculum development

In the development of regulations and arrangements for the operation of the School, the Head of School shall include at the planning stage, whenever feasible, the feedback from those employees who will be affected by such provisions.


The professional staff shall be given full opportunity and encouragement, to contribute to curriculum development and to the development of policies and regulations pertaining to the instructional programs.

The Head of School shall develop with employees, channels for the ready communication of ideas regarding the operation of the School. He/She shall weigh with care the counsel given and shall inform the Board of such counsel in presenting recommendations for Board action.

11. ADHERENCE TO CIS CODE OF ETHICS

As candidates for CIS accreditation, the FEI and its governing body is expected to:


- Fulfil the promises stated in their guiding statements, policies, contracts, and promotional materials.
- Strive for excellence.
- Nurture a culture of care in which the education, safety and well-being of students and others are paramount.
- Comply with applicable laws and regulations.
- Respect the dignity and equality of all individuals, groups and cultures.
- Promote global citizenship.

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IV. DEFINITIONS

1. GOVERNANCE

TERM	DEFINITION
Citizenship	Various conceptions of Citizenship exist around the world, but in general, Citizenship concerns with finding a balance between unity and diversity within nation-states. This balance entails the opportunity to feel connected to one's own cultural background while simultaneously having a sense of affiliation with the nation-state. Citizenship education aims for the development of citizens who critically reflect on societal issues, shaping citizens who are engaged in action to provoke change and achieve values that may also cross-national borders, such as social justice and equity. In sum, Citizenship education aims for the development of citizens who critically should aim at broadening students' world views, promoting their critical thinking, and contributing to their capacity to navigate an increasingly culturally diverse world.
Conflict of Interest	A conflict of interest is understood as a situation that due to a particular interest or relationship may tend to generate or produce a risk of bias, poor judgement or limitation in a decision by any member of the Governing Bodies of the school in their role as Members of the Board, or as Members of the School Government.
Governing Body	This term applies to the duly constituted group, which has the ultimate authority to make decisions on behalf of the school. In a given school it may be known as the School Board, the School Council, the Governing Council, the Board of Governors, the Board of Directors, the Board of Trustees, etc.
Head of School	This term denotes the person who leads and supervises the daily operations of the school, ensuring that the policies of the Governing Body are put into practice. In given schools, titles such as Director, Headmaster/Headmistress, Headteacher, Principal (when it is the highest leadership post in the school), CEO, Chief Administrator, etc. may be in use.
School Guiding Statements	Includes the main statement which define the school and its reasons for existence, e.g. School Philosophy, Mission, Vision, Charter, Objectives, etc.
School Community	Usually used in the broad sense of all "stake-holders". The following sectors are therefore included: students, parents, school staff, school managers/administrators and the governing body.


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2. TYPES OF COMMITTEES AND WORKING GROUPS

TYPES OF COMMITTEES	DEFINITION
Ad hoc Committee	Committee formed for a specific task or objective and dissolved after the completion of the task or achievement of the objective. Most committees (other than the standing committees) are of ad hoc type.
Advisory group	A body made up of a select group of people with specific skills and/or expertise that provides non-binding strategic advice to the governing body of the FEI
Standing Committee	Permanent committee intended to consider all matters pertaining to a designated subject. Standing committees aid the Board in accomplishing its responsibilities.
Steering Committee	A committee that provides guidance, direction, and oversight of a specific project within the FEI.
Sub-Committee	A committee, which includes some members of the parent committee or Board. Sub-committees are responsible to, and work within the guidelines established by the parent committee. Sub-committees report directly to their parent committee within the Board of Trustees.
Task Force	Temporary group of people formed and instructed by the Board of Trustees to carry out a specific mission or project, or to solve a problem that requires a multi-disciplinary approach.

3. FORMS OF MEMBERSHIP AND METHOD OF APPOINTMENT

TYPE OF MEMBER	DEFINITION
Alternate member	Elected alternate members are full members with the rights of attendance, debate but no voting rights.
Elected voting member	Elected voting members are full members with the rights of attendance, debate, and voting.
Ex-officio	A member appointed to a committee or the Board by virtue of their position. An <i>ex-officio</i> member of the FEI Board is a full member with the rights of attendance, debate but no voting rights.
Guest	People from within the FEI community or external to the FEI specially invited to attend a meeting to present either a special topic or to give advice on specific matters.
Nominee	A current member of the Board nominated by the Chairperson or by the full Board to head a standing committee or sub-committee or to represent that person or the Board at a meeting.

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4. PROCEDURAL DEFINITIONS

The following provides an understanding of the key procedural actions related to meetings:

TYPES OF PROCEDURES	DEFINITION
Resolution	A resolution is a binding record of the decision made.
Endorsement	Provision of support/non-support provided to a specific matter. Endorsement does not constitute approval.
Information	An operational and/or compliance matter that the Board and/or standing and sub-committees have oversight of may be submitted for discussion and/or information. These matters are noted.
Resolution Register	A consolidated list of the decisions made.
Action list	A list documenting tasks that are to be managed by specific member(s) of the Board or committee. The action list is updated post Board meetings and disseminated to members and relevant staff with the unconfirmed minutes.

V. APPROVAL AND REVIEW DETAILS


APPROVAL AND REVIEW	DETAILS
Approval authority	Board of Trustees
Committee or task force to approval authority	Governance
Administrator	Board of Trustees/Head of School
Next Review Date	March of 2021.

APPROVAL AND AMENDMENT HISTORY	DETAILS
Original Approval Authority and Date	Board of Trustees / December 2019
Effective Date	March 13, 2020
Amendment authority and Date	Board of Trustees / March 2020

Notes:

Based on the requirements, as stated in the in-force statutes of February 5th 2020, the following amendments to this handbook have been made on March 13th 2020:

1. The schematic for the Governance structure of the FEI has been modified to include the Head of School as principal legal representative and as well as the instance of Internal Control as required by the approved statutes.
2. On General Assembly section, the reference to specific Chapter, section and article of the new statutes has been updated. Changed “section A, article 14” to read “Chapter IV, Section A, article 17”.

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3. The schematic for the Organizational structure of the Board has been modified to include the instance of Internal Control as required by the approved statutes.
4. The Mission of the Board has been updated to reflect the new composition of its members.
5. On trustee's membership sections, updates have been introduced to reflect the new requirements.
6. The Responsibilities and Powers of the Board section has been updated to reflect the new responsibility of choosing and employing and Internal Control Manager. Changed "To choose and employ and Administrative and Financial Director" to read "To choose and employ a judicial or natural person as the Internal Control Manager"
7. The responsibility of choosing and employing the Administrative and Financial Director has been removed and transferred to the Head of School.
8. Board of trustee's compensation and expenses has been updated to reflect the compensation provided to external members of the Board. The following paragraph has been introduced "Elected principal external members of the Board will have a remuneration equivalent up to 2 SMMLV"
9. The evaluation Section for the Administrative and Financial Director has been removed. This responsibility is now transferred to the Head of School.
10. A section on Internal Control has been introduced to reflect the requirements and responsibilities of the Board on this matter.

RELATED POLICIES
School Bylaws (Statutes) FEI Policy Manual Board Self-evaluation Board Regulations Conflict of Interest Code of Conduct Evaluation of the Head of School Evaluation of the Administrative and Financial Director Evaluation of the Secretary General