

Table of Contents

Series IX - School-Community Relations	1
9.10 Community Relations Goals	1
9.50 Community and Parents' Complaints and Grievances	2
9.50-E Request for Consideration of Learning Resources.....	4
9.70 Community Use of School Facilities	6
9.701 Tobacco-Free Schools	7
9.701-R Tobacco-Free Schools.....	8
9.80 Religion and CAISL	9
9.90 Communication to the CAISL Parent/Student Community	10

Series IX - School-Community Relations

9.10 Community Relations Goals

Establishing and maintaining positive public relations are responsibilities of the Board of Trustees, the Administration, the teaching staff, and the non-teaching staff, and – to some extent – they are the responsibilities of the students as well. The School sees itself as a cohesive factor in the life of the international community in this area; for that reason, efforts will be made to keep the community at large informed about the services, accomplishments, needs and goals of the School, and to involve the community in its work for the benefit of the students.

All members of the School staff, and the students, are expected to project a positive image of the School and to act in an ethical manner. The Board of Trustees endorses a policy of active, open communication between the School, the parents, and the community at large, and will seek ways to contribute to the community as well as to make use of community talent and resources in the School's program.

The Board encourages all members of the School Community to be active in community service.

Adopted: 19 March 1992
Revised: 10 February 1999

9.50 Community and Parents' Complaints and Grievances

Constructive criticism of the School, its program, and its employees is welcome when it is motivated by a sincere desire to improve the quality of the School and to help the School do its work more effectively. The administration, the staff, and the Board of Trustees will listen attentively and courteously to parents and interested citizens who have a concern or complaint about the School or its people and will seek to respond to such concerns or complaints in a spirit of openness and willingness to improve.

In general, complaints are best resolved at the level where they arise: between parent and teacher or student and teacher, at the classroom level. Should a parent feel that the problem has not been properly resolved, he/she may request a meeting with the Principal. The Principal may refer a difficult case to the Director. If dissatisfied with the Principal's response, the Parent may present the case to the Director.

If still dissatisfied, the Parent may make a written appeal to the Board which may include a request for a hearing. The decision of the Board is final.

Anonymous complaints will not be considered.

Complaints about School Personnel

The School trusts its employees and wishes to support their actions so that employees can perform their work free from unnecessary or negative criticism and complaints. For that reason, a complaint about a teacher or other staff member will be discussed promptly and openly with the person about whom the complaint was made, and the person receiving the complaint will do everything in his/her power to ascertain facts of the matter before making any kind of response to the complaining party or making any kind of commitment or promise.

If the complaint appears to have merit, the supervisor of the employee about whom the complaint was made will arrange for a meeting of all parties concerned; if the matter cannot be resolved, or appears to be serious, the Director will be involved. The Director may arrange for a confidential hearing of the matter, and may involve the Board. Every effort will be made to give the employee's professional and personal rights. In no case will complaints be made or discussed in the presence of students.

Complaints about the Curriculum or Materials

Opinions differ about the appropriateness of certain curriculum offerings or instructional materials; from time to time, an individual parent or a group of parents may take exception to a particular class or textbook or library book.

Any School employee receiving a complaint about such matters will try to resolve the complaint informally; many times, the complaint will vanish when the reason for using a particular book or course content are made clear to the complaining party. It is sincerely hoped that this is how most objections can be handled.

However, if a parent's objection remains, he or she may formally challenge

instructional materials or course offerings by taking the complaint to the Principal of the School. The Principal may convene an ad-hoc committee, made up of teachers, media specialists, administrators, and other persons as deemed appropriate by the Principal, to consider the instructional materials or course. The person filing the complaint will be invited to take part in the ad-hoc committee's discussion, and to present his or her views in detail.

The committee – or, if the Principal prefers not to convene such a committee but wishes to address the problem him/herself, the Principal – will render a decision within two weeks after the initial complaint was made. If the complaining party is not satisfied with the decision, he or she may appeal to the Director for final decision; the Director may involve the Board or a sub-committee of the Board, but the final decision will be the Director's.

Access to challenged materials or courses will not be restricted during the complaint process.

In accordance with the Board's policy on academic freedom and with the School's objectives, the School supports a spirit of free inquiry, and sees education as a continual exposure of young minds to a wide variety of facts and ideas. At times, these facts and ideas may be considered "controversial" by some, and it is true that professional personnel have the responsibility of presenting such "controversial" issues with care, tact and objectivity. However, the curriculum and instructional materials used in the School have been chosen with great professional care. Only if, in the professional judgment of the educators in the School, these are overriding educational reasons for doing so will any book be removed from a reading list or a library shelf, or will any course content be altered in response to a complaint.

Adopted: 19 March 1992

Revised: 07 December 2016

9.50-E Request for Consideration of Learning Resources

Initiated by _____ Telephone Number _____
Address _____

REPRESENTING

Self _____ Group (give name) _____
Organization (give name) _____

RESOURCE QUESTIONED

Book: Author _____
Title _____
Publisher _____
Copyright date _____
Hardcover _____ Paperback _____

Non-book: Type of Resource _____
(Magazine, Film, Filmstrip, Record, Person, Community Resource)
Title/Name _____
Publisher or Producer _____

Please respond to the following questions. If sufficient space is not provided, please feel free to use additional sheets of paper.

1. Did you review the entire item? _____
If not, which sections did you review?

2. To what do you object? Please be specific

3. What do you believe is the main idea of this material?

4. What do you feel might be the result of a student using this material?

5. Is there anything good about this material?

6. Are you aware of how this material is judged by professional critics?

7. In your opinion, for what age group would this material be more appropriate?

8. In the place of this material, would you care to recommend other material that you consider to convey a similar perspective of society and a set of values?

Date: _____ Signed: _____

PLEASE RETURN THIS FORM TO THE SCHOOL PRINCIPAL

Adopted: 10 March 1999

9.70 Community Use of School Facilities

The primary purpose of CAISL's facilities is to serve the academic and extracurricular needs of its students. Such programs have first priority for scheduling use of the facilities.

CAISL facilities will also be used to further the aims of the School through non-profit organizations whose sole purpose is to benefit the school. The Parent-Teacher Organization is an example of such an organization.

As a general principle, use of the facilities for the above purposes will incur no "facilities use" charge to the group organizing the event. At the discretion of the Business Manager, groups may be required to pay for extra services (guards' extra hours, catering, theater technical assistance for example) if their event is to raise funds for the sponsoring group.

CAISL facilities will also serve as a resource to individuals or groups whose philosophy and mission do not violate those of the school. Such individuals/groups will pay a "facilities use fee". The "facilities use fee" schedule is set by the Business Manager annually and takes into account the type of activity/event, the nature of the facilities being used, the need for personnel support for the program/activity, costs of utilities, facilities "wear and tear" as well as a reasonable return on CAISL's investment in its facilities.

Those wishing to use CAISL facilities may apply in writing to the Business Manager. Use will be granted so long as the sponsoring group:

- Acknowledges the primacy of CAISL programs and ensures that the requested program/event does not interfere with or negatively impact them;
- Treats with care and respect CAISL facilities and protects them from misuse and damage;
- Signs a "facilities use" contract which contains guidelines for proper use, releases CAISL from any liability claims, and sets the fee structure and payment schedule.

Use of CAISL facilities is a privilege which may be withdrawn should CAISL not be satisfied with the manner in which the facilities are used.

Adopted: 19 March 1992

Reviewed: 10 February 1999

Revised: 16 August 2011

9.701 Tobacco-Free Schools

The Board believes that tobacco smoke in the school and work environments is not conducive to good health. As an educational organization, the CAISL should provide both effective educational programs and a positive example to students concerning the use of tobacco.

In recognition of the facts that:

1. Smoking tobacco has been identified as the number one health problem in the United States and is the leading cause of premature death, disease, and chronic disability; and
2. Nonsmoker can be affected by breathing the toxic products that tobacco smoke adds to the air to the extent that the nonsmoker's risk of developing severe diseases such as lung cancer is increase; and
3. European Community health ministers encourage a ban on smoking on public transport and public premises (including schools); and
4. The Environmental Protection Agency has concluded that smoking is indeed a serious and substantial health risk for nonsmokers, particularly children; and
5. Lifetime smoking habits are often formed during the school years and, therefore, schools have a responsibility to encourage non-smoking through the formal classroom setting and by example.

Effective 01 September 1993, smoking and use of tobacco products is prohibited on CAISL school properties, including in buildings, on grounds and in vehicles.

Effective: 01 September 1993

9.701-R Tobacco-Free Schools

All CAISL buildings, ground, and vehicles are smoke-free environments 24 hours a day, seven days a week.

Employees found to be in violation of the school's smoking policy will be subject to appropriate disciplinary action.

Community Groups – CAISL's Tobacco-Free Schools policy and regulations are to be included as a part of any information distributed to groups who request building utilization. If it is discovered that an individual group is not in compliance with this policy and regulations, that group will be denied use of school facilities.

Spectators – Community members attending school events will be expected to follow the policy and regulations. In the event that spectators do not comply, they will be asked to leave the school premises.

The policy and regulations will be posted on bulletin boards and announced in staff and faculty meetings.

For purposes of this regulations, "smoking" will mean all uses of tobacco, including cigars, cigarettes and pipes and tobacco products.

Effective: 01 September 1993

Revised: 23 April 1998

9.80 Religion and CAISL

The Frank C. Carlucci American International School-Lisbon is a non-sectarian school and students and teachers come from many different countries and ethnic ancestries, races, and religions. The school community will go beyond tolerance to treasure differences and look upon them as an opportunity for learning which will enrich each individual and promote personal growth. Students will be taught about religion as part of their studies of art, music, literature, history, social studies, and other academic disciplines where religious influences are apparent.

Each member of the CAISL community, whether students, parents, or employees, has the right to his/her personal expression of religion. They are prohibited from encouraging or soliciting religious or anti-religious activity. The school will not discriminate or withhold any privileges based on a person's religion. The school will not tolerate discrimination or harassment based on a person's religion by any member of the community, student, teacher, parent, or visitor on the premises or at events sponsored by the school.

CAISL will cooperate with non-profit parent groups which wish to use school facilities for classes of a religious nature. Information on such classes may be distributed through regular school mailings and newsletters on the condition that it clearly states the nature of the classes and requires parental signature before students may attend. It is the responsibility of the sponsoring group or individual to ensure that each student attending has a signed permission letter, a copy of which must be on file in the Director's office. All requests for use of school facilities for such classes or for distribution of information on classes must be approved in advance by the Director.

CAISL will not allow use of school facilities for the purpose of proselytizing nor tolerate such activities on campus or in school events.

Any group/individual found in violation of this policy will have its/his privileges revoked.

Adopted: 6 October 1999

9.90 Communication to the CAISL Parent/Student Community

CAISL communicates with the members of its parent/student community through a variety of means. The primary means of communication is electronic and includes weekly newsletters, informational emails, text messages, and a variety of tools on the school website (events calendar, teacher websites, school news etc.). On occasion, CAISL also sends print letters/flyers home with students or through the mail. The daily bulletin for the Secondary Students is read over the Public Address system each morning during homeroom.

From time to time, other organizations or groups may desire to communicate with the CAISL parent/student community. This will be allowed only in the following circumstances:

1. Non-Profit parent groups may inform the community of classes/events which they are sponsoring.
2. Other non-profit groups may be allowed to communicate with the community if they meet the criteria listed below.
3. For-Profit groups which have approval of the Director to use CAISL facilities for their classes or events or which are deemed educationally beneficial to the students may inform the community of their activities.

For all communication, the following regulations apply:

1. No communication which violates any CAISL policy, including CAISL's mission statement or beliefs, will be allowed.
2. All communication must include a clear statement of purpose of the sponsoring group
3. All communication must have prior clearance of the Director.
4. The Director or her designate will decide the means by which the communication occurs.

Under no circumstances will CAISL make available contact information of its personnel, parents, or students to any group or person other than school personnel with a need for the information or as required by law. In cases of legal requirement, CAISL will inform the subject of the request that such request has been made unless legally prohibited from doing so.

Adopted: 6 October 1999

Revised: 28 October 2008