

Budapesti Nemzetközi Iskola
International School of Budapest és
Magyar-Angol Két Tanítási Nyelvű Általános Iskola és Gimnázium



Organisational and Operational Rules

2025

TABLE OF CONTENTS

1	INTRODUCTION	1
1.1	Purpose and content of the Organisational and Operational Rules.....	1
1.2	The legal basis for the Organisational and Operational Rules is in particular.....	1
1.3	Scope of the Organisational and Operational Rules	1
1.4	Adoption, approval and publication of the Organisational and Operational Rules	2
2	INSTITUTIONAL DATA	2
2.1	Basic data.....	2
2.2	The basic tasks of the institution.....	2
2.3	Basic documents of the institution	3
3	ORGANISATION OF THE INSTITUTION.....	3
3.1	The organisational chart of the ISB is detailed in Annex 8 of the Terms of Reference.....	3
3.2	Areas of study of the ISB.....	3
3.3	The management of the institution.....	3
3.3.1	The Principal	3
3.3.2	The Vice Principals	5
3.3.3	Forms of contact with the management.....	8
3.3.4	The enlarged school governing board	9
3.3.5	Rules for signing and issuing documents	11
3.3.6	Rules of representation.....	11
3.3.7	Order of substitution.....	12
4	COMMUNITIES OF THE INSTITUTION	12
4.1	Communities of teachers.....	12
4.1.1	The Board of Governors.....	12
4.1.2	The professional workshops.....	13
4.1.3	The professional working groups	13
4.2	Community of staff directly involved in teaching and learning	13
4.3	Administrative and maintenance tasks.....	13
4.4	The school's learning communities.....	14
4.5	The school's Parent Community	14
5	INTERNAL COMMUNICATION ARRANGEMENTS	15
5.1	Forms of contact with the school management.....	15
5.2	Forms of internal contacts of the board of governors	15
5.3	Forms and rules of contact between the school and parents	15
5.4	Forms and rules of contact between the school and pupils.....	16
6	INTERNAL CONTROL OF PEDAGOGICAL WORK	16
6.1	Monitoring the teaching and learning work.....	16
6.2	Inspection in the field of education.....	17
6.3	Checking the conditions for safe operation.....	18
6.4	Principles for teacher evaluation.....	18
7	THE RULES GOVERNING THE OPERATION OF THE INSTITUTION	18

7.1	School opening hours.....	18
7.2	Order of lessons and breaks	19
7.3	Reservation policy for managers.....	19
7.4	Rules for entering and staying on campus	19
7.5	Teachers' working time	20
7.6	Working hours of staff directly involved in teaching and learning	20
8	RULES FOR THE USE OF SCHOOL PREMISES AND EQUIPMENT	20
8.1	Using the classrooms	20
8.2	Use of equipment	20
9	EXTRA-CURRICULAR ACTIVITIES	21
9.1	Regular extra-curricular activities.....	21
9.2	Periodic extra-curricular activities, field trips.....	21
9.3	Individual extra-curricular activities.....	21
10	SCHOOL EVENTS, COMMEMORATIONS, SCHOOL TRADITIONS	21
11	THE SCHOOL'S EXTERNAL RELATIONS	22
11.1	Liaising with partner organisations	22
11.2	Liaising with specialised pedagogical services, professional pedagogical service providers 23	
11.3	Liaising with child welfare services	23
11.4	Liaising with the health care provider of the child or pupil undergoing long-term treatment 23	
12	PROTECTIVE, SAFEGUARDING STANDARDS, PROCEDURES.....	24
12.1	General rules during the school term	24
12.2	Procedures for study trips.....	24
12.3	Regular health surveillance and care.....	24
12.4	Rules to prevent accidents involving pupils.....	25
12.5	Management of emergency situations	25
12.6	Procedures to safeguard the mental health of pupils and teachers	26
12.7	Organisation of skills and personality development activities	26
13	RULES ON DISCIPLINARY PROCEEDINGS	26
14	SCHOOL RULES ON THE SUPPLY OF TEXTBOOKS	26
15	RULES FOR SCHOOL ADMINISTRATION.....	27
15.1	Validation procedure for electronically produced paper forms.....	27
15.2	Policy on the management of electronically generated, authenticated and stored documents 27	
15.3	Procedure for information on school documents	27
15.4	Rules for rewarding products or intellectual works produced by pupils.....	28
16	FINAL PROVISIONS	29

1 INTRODUCTION

1.1 Purpose and content of the Organisational and Operational Rules

The Organisational and Operational Rules (hereinafter referred to as the "OOR") define and regulate the activities of the institution in accordance with Act CXC of 2011 on National Public Education, the applicable ministerial decree (EMMI Decree 20/2012 (VIII. 31.)), the school's founding document and operating licence, and the school's international accreditations. It defines the scope of the basic tasks and the details of their implementation.

1.2 The legal basis for the Organisational and Operational Rules is in particular

- ✓ Act CXC of 2011 on National Public Education (hereinafter Nkt.)
- ✓ EMMI Decree 20/2012 (VIII. 31.) on the operation of educational institutions and the naming of public educational institutions (hereinafter EMMI Decree 20/2012)
- ✓ Act LII of 2023 on the New Careers of Teachers (hereinafter referred to as the Púétv.)
- ✓ Government Decree No 401/2023 (VIII. 30.) on the implementation of Act LII of 2023 on the New Careers of Teachers
- ✓ Act I of 2012 on the Labour Code (hereinafter MT.)
- ✓ Government Decree 229/2012 on the implementation of Act CXC of 2011 on National Public Education
- ✓ Government Decree 277/1997 (XII.22.) on teacher training, the teacher qualification examination and the allowances and benefits of participants in further training
- ✓ Decree 26/1997 (IX.3.) NM on school health care
- ✓ Act CCXXXII of 2013 on the supply of textbooks for national public education
- ✓ 51/2012.(XII. 21.) EMMI Decree on the procedure for the publication and approval of framework curricula.

1.3 Scope of the Organisational and Operational Rules

The Organisational and Operational Rules, their annexes and the other rules in the appendices shall apply to.

- ✓ persons who have a public education contract or an employment contract or an employment relationship with the ISB,
- ✓ any person employed by or having an employment relationship with the ISB who, by virtue of his or her position or duties, performs all or part of his or her activities at the ISB's places of work,
- ✓ pupils who have a student relationship with the ISB, their legal representatives and any person who may accompany or take the pupil to or from the institution on the basis of the legal representatives' instructions,
- ✓ third parties who are involved in the performance of the tasks of the ISB on the basis of a civil law contract to that effect, including persons who have an employment relationship with them or a legal relationship for the purpose of employment or who act in their interest or for their benefit;
- ✓ third persons not covered above who enter or stay in the place of activity of the institution, regardless of the title or legality of their stay.

Compliance with the provisions set out in the GTC is compulsory, failure to comply or failure to comply in full constitutes a serious breach of duty (serious breach of contract).

1.4 Adoption, approval and publication of the Organisational and Operational Rules

In parallel with the opinion of the Board of Governors on the OOR, the Principal shall seek the opinion of the Parents' Community on issues concerning the Parents' Community and the Student Council on issues concerning the students. The Principal, with the involvement of the teaching staff, draws up the Regulations and they are approved by the Board of Governors. Upon entry into force, the previous Statutes shall be repealed.

2 INSTITUTIONAL DATA

2.1 Basic data

Name of the institution: International School of Budapest and Hungarian-English Bilingual Elementary and Secondary School

Short name of the institution: Budapest International School - ISB

Head office: 1117 Budapest, Budafoki út 97-103.

OM ID: 035019

Operating licence number: BM/15427-1/2025

Founder of the institution: International School of Budapest Foundation

The operator of the institution: International Education Centre Foundation (NOKA)

The seat of the operator is: 1117 Budapest, Budafoki út 97-103.

Institution's tax number: 18140091-1-43

Type of institution: a multi-purpose educational institution, a composite school, which follows the internationally accepted curriculum of the Cambridge International Examinations Organisation based on the English National Curriculum for the international primary and secondary school, the International Baccalaureate Organisation (IB) Diploma Programme for the last two years of the international secondary school and the Hungarian National Curriculum for the two language sections. The school was accredited as a Cambridge International School registered school by Cambridge International Examinations under number HU028 on 24 July 2014.

Other international accreditations: the International Baccalaureate Diploma Program, Cognia

Working hours: full-time

2.2 The basic tasks of the institution

- ✓ pre-school education,
- ✓ primary school education,
- ✓ general secondary education and teaching

The basic activities of the institution according to the TEÁOR list:

- ✓ 85.10 Pre-primary education
- ✓ 85.20 Primary education in grades 1-4
- ✓ 85.31 General secondary education
- ✓ 85.59 Other education, day-care and school-related activities

Other activities related to education:

- ✓ 85.51 Sports and recreational training
- ✓ 85.52 Cultural training
- ✓ 55.51 Provision of childcare by means of purchased services

The institution may carry on an ancillary business activity related to its core activity.

2.3 Basic documents of the institution

- ✓ articles of association,
- ✓ an operating licence issued by the Ministry of the Interior,
- ✓ pedagogical programme (and annexes),
- ✓ Rules of Procedure (and annexes),
- ✓ House Rules (and annexes),
- ✓ other internal regulations published by the ISB and their annexes (such as, in particular, uniform regulations, laptop regulations) that apply to students, parents of students or employees of the ISB
- ✓ international accreditation licences.

The content of the institution is determined by the pedagogical programme, which contains the professional basis for the provision of the tasks in connection with the National Curriculum, the framework curriculum regulations and international accreditations. The pedagogical programme is available on the school's website.

3 ORGANISATION OF THE INSTITUTION

3.1 The organisational chart of the ISB is detailed in Annex 8 of the Terms of Reference.

3.2 Areas of study of the ISB

	International (letter: Int)	Bilingual of instruction (letter B)
Language of education	English	English - Hungarian
Curriculum	International	international - NAT
Grades	primary school 1+8 years (1 year of pre-primary + 8 years of primary) high school 4 grades	primary school: 1+8 years (1 year of preparatory + 8 years of primary school) secondary school: 1+4 years (1 year of language preparatory + 4 years)

3.3 The management of the institution

3.3.1 The Principal

The Principal shall be appointed by the maintenance authority, with the agreement of the Minister responsible for education, as specified in the statutes. His/her duties and powers shall include all the duties and powers assigned to the Principal (Principal General, hereinafter referred to collectively as the Principal) by the Act or related regulations, as well as those designated to him/her by the maintenance authority or assigned to him/her by the internal regulations of the educational establishment, irrespective of the designation given to it. The Principal shall be solely responsible for the lawful and proper

functioning of the educational establishment, including its management, in particular vis-à-vis the maintenance provider.

The minimum content of the job description of the Principal is set out in the Annex to these Conditions of Employment, with the proviso that, in the event of any discrepancy between the job description set out in the Conditions of Employment and the job description attached to the appointment or senior management assignment (appointment) governing the employment of a member of staff in the public education sector, the job description attached to the appointment or senior management assignment (appointment) governing the employment of a member of staff in the public education sector shall prevail for the purposes of liability under labour law.

The Principal may delegate in writing, on a case-by-case basis or for a specific range of matters, the performance of certain tasks or duties falling within his/her remit to another member of the staff of the ISB or to a third party. The Principal may be required by his/her employer, either generally or on a case-by-case basis, not to delegate certain tasks to another person, but to perform them personally, provided that this does not infringe the professional autonomy granted to the institution in connection with its educational tasks under Article 24(1) of the Act.

Status: senior single responsible manager

Main tasks:

- ✓ decides on all matters relating to the operation of the institution which are not referred to it by law, the statutes, the operating licence, an individual decision of the authorities or a decision of the Board of Governors;
- ✓ is responsible for the preparation of institutional policies and, in the case of policies subject to the approval/consent of the operator, for the preparation and full implementation of the processes required for the approval/consent of the operator;
- ✓ represents the institution;
- ✓ responsible for pedagogical work (including international accreditation);
- ✓ is responsible for implementing the processes (including preparation and follow-up) for obtaining the necessary decisions of the Board of Governors in time for the preparation of the school year or for the necessary decisions of the Board of Governors;
- ✓ is responsible for the management of the board of governors;
- ✓ is responsible for the preparation, organisation and monitoring of the implementation of decisions falling within the remit of the Board of Governors;
- ✓ in the case of an establishment with an autonomous budget, is responsible for providing the necessary staff and facilities for the operation of the educational establishment, within the limits of the budget available;
- ✓ is responsible for organising national and school holidays in a dignified manner, in accordance with the working timetable;
- ✓ is responsible for the organisation and performance of child and youth protection tasks, and for coordinating the tasks of the child protection signalling system in relation to the public education institution;
- ✓ is responsible for creating healthy and safe conditions for teaching and learning;
- ✓ is responsible for ensuring, where it exists, an appropriate framework for cooperation with the school board, employee representative bodies and student and parent bodies, and in particular for establishing and maintaining conditions for regular communication and unhindered cooperation;
- ✓ is responsible for preventing accidents involving pupils and children;
- ✓ is responsible for organising regular health checks for children and pupils;
- ✓ is responsible for upholding and enforcing standards of teacher ethics;
- ✓ is responsible for class or group assignment;

- ✓ is responsible for the preparation of the subject allocation, its submission for the approval of the Board of Governors, and the preparation of the timetable for teachers and pupils according to the subject allocation;
- ✓ is responsible for the allocation and recording of all working time;
- ✓ is responsible for liaising with Cognia.

The Principal of a public educational establishment may, in the context of his/her responsibility for the pedagogical work, initiate a professional inspection for the purpose of evaluating the quality of the educational and teaching work carried out in the establishment, and the work of certain staff members, by an external expert.

3.3.2 The Vice Principals

The Vice Principals are appointed by the Principal, after obtaining the prior opinion of the teaching staff, with the prior agreement of the Principal. The Vice Principals carry out their work independently, in consultation with the Principal, under the direction and supervision of the Principal, but with individual responsibility (both professional and in terms of labour law). Three Vice Principals assist the Principal: the Hungarian Vice Principal, the Vice Principal Primary and the Vice Principal Secondary.

All three Vice Principals have additional management responsibilities in addition to their core responsibilities.

The duties and powers of the Vice Principal shall include all the duties and powers laid down in his or her appointment, management mandate or job description, or which the Principal assigns to the Vice Principal, or which the internal rules of the educational establishment, however described, assign to the Vice Principal.

The minimum content of the job description of the Vice Principal is set out in the job description attached to the appointment or senior management assignment (appointment) governing the employment relationship in public education, as set out in this OOR and its annex.

The duties of the Hungarian Vice Principal-General in particular:

- ✓ is authorised and obliged to act in the place of and on behalf of the Principal in respect of the official business of the Hungarian public education system (general authorisation);
- ✓ is responsible for the proper functioning of the whole administrative process (either directly through the staff employed by the institution or through a third party);
- ✓ is responsible for keeping educational records and for ensuring that the information required by law or individual decisions of public authorities is provided in a timely and lawful manner;
- ✓ is responsible for liaising with the stakeholders of Hungarian public education (including in particular the Minister responsible for public education, the Education Office, other bodies and organisations entitled to inspect the operation of the institution);
- ✓ is responsible for keeping and maintaining educational records in accordance with Hungarian sectoral legislation (including the organisation, implementation, monitoring and follow-up of tasks)
- ✓ is responsible for the operation of the e-Kreta system;
- ✓ liaising with the school doctor, the partner responsible for occupational safety and the fire and disaster prevention inspector;
- ✓ is responsible for the management of the Hungarian programme and the development of the curriculum of the two-language section;
- ✓ is responsible for participation in the Hungarian secondary admission procedure (both for students and institutions, including the organisation and management of the secondary admission procedure);
- ✓ is responsible for organising talent development and talent management in the Hungarian subject area;

- ✓ is responsible for managing the ordering of textbooks for subjects taught in Hungarian;
- ✓ is responsible for the organisation of examinations for grading, distinction and revision in subjects taught in Hungarian;
- ✓ is responsible for organising and conducting Hungarian national measurements, academic and cultural competitions;
- ✓ is responsible for organising traditional and nature-touring programmes in Hungarian locations and related to Hungarian culture;
- ✓ is responsible for the planning and implementation of the budget for the bilingual programme, and for the proper use of the budget; reports to the Director or, if requested, to the operator;
- ✓ is responsible for the evaluation of the pedagogical work of teachers teaching in Hungarian, for the organisation of their teacher evaluation procedures and their professional development;
- ✓ is responsible for organising mentoring for early career teachers teaching in Hungarian;
- ✓ is responsible for planning, coordinating and supervising the professional work related to teaching in Hungarian and/or the subjects of the Hungarian National Curriculum and the teaching and learning work;
- ✓ liaising and cooperating with parents, the parental community and the leaders of the school's student council, as far as it is related to the field of bilingual studies;
- ✓ directing, supervising and monitoring the professional duties of the coordinators in the professional field for which he/she is responsible, and directing, supervising and monitoring the professional work of the teachers in the professional field for which he/she is responsible.

In particular, the duties of the Vice Principal for Primary Education:

- ✓ organising the day-to-day work of the preparatory group and the lower school (Primary: Years 1 to 5) (together referred to as the lower school);
- ✓ liaising with international accreditation bodies and educational institutions on matters relating to the international dimension of the field of bilingual studies and international studies at lower secondary level;
- ✓ organising and supervising registration in accordance with international accreditation procedures, in matters relating to the international aspects of the field of bilingual studies and international studies in the lower cycle;
- ✓ in matters relating to the international aspects of bilingual studies and international studies at lower secondary level, the management of the English language programme and curriculum development;
- ✓ monitoring the administrative tasks of teachers in lower secondary education (regardless of the field of study);
- ✓ organising international affairs in the field of bi-lingual studies and organising skills development and talent management in the field of international studies in the lower secondary school, in relation to the English subject area;
- ✓ managing the ordering of textbooks in the field of bilingual studies with an international dimension and in the field of international studies in lower secondary education for subjects taught in English;
- ✓ the organisation of examinations for grades, distinctions and remedial examinations in subjects taught in English, in matters relating to the international aspects of the field of bilingual studies and in the field of international studies at lower secondary level;
- ✓ the organisation of level assessments for applicants and re-applicants, in matters relating to the international aspects of the field of bilingual studies and in the field of international studies at lower secondary level;
- ✓ organising and conducting assessment, evaluation, academic and cultural competitions in the field of international affairs and international studies in the two languages of instruction at lower secondary level;

- ✓ organising and conducting Cambridge accredited examinations in the international aspects of the two-language field of study and in the international field of study at lower secondary level;
- ✓ organising cultural activities linked to the international programme, in the lower secondary school;
- ✓ planning, defining, monitoring and reporting to the Principal or, if requested, to the Maintenance Manager on the appropriate use of the budget allocated to the international programme;
- ✓ evaluating the pedagogical work of teachers and teaching assistants in the field of international relations and international studies in the field of bilingual studies, in the lower secondary level, in English, and organising their professional development;
- ✓ organising mentoring for early career teachers in the field of international affairs in the field of bilingual studies and international studies at lower secondary level;
- ✓ organising substitutes for absent teachers at both lower and upper secondary level, regardless of the field of study;
- ✓ in matters relating to the international aspects of the field of bilingual studies and international studies in lower secondary education, checking the records of the working time of teachers and teaching assistants, checking the records of the tasks performed;
- ✓ coordinating and supervising professional work in the field of international affairs in the field of bilingual studies and international studies at lower secondary level;
- ✓ running the Edupage internal communication system and ensuring its consistency with the e-Kreta system in matters relating to the international aspects of the two language areas of study and international studies in the lower cycle;
- ✓ liaising and cooperating with parents, the parent community and the leaders of the school's student council on matters of international relevance in the field of bilingual studies and international studies at lower secondary level, and on any matter of minor or minor importance, regardless of the field of study at lower secondary level,
- ✓ directing, supervising and monitoring the professional duties of the coordinators in the professional field for which he/she is responsible, and directing, supervising and monitoring the professional work of the teachers in the professional field for which he/she is responsible.

In particular, the duties of the Vice Principal for Upper Secondary Education:

- ✓ organising the day-to-day work of the upper secondary school and the upper secondary school (grades 6 to 12, hereafter referred to as the upper secondary school);
- ✓ liaising with international accreditation bodies and educational institutions on matters relating to the international aspects of the field of bilingual studies and international studies at the upper secondary level;
- ✓ organising and supervising registration in accordance with international accreditation procedures, in matters relating to the international aspects of the field of bilingual studies and international studies in higher education;
- ✓ in matters relating to the international aspects of the field of bilingual studies and international studies at the upper secondary level, the management of the English language programme and the development of its curriculum;
- ✓ for teachers in higher education (regardless of the field of study), to check the administrative tasks carried out by teachers and to ensure the consistency (compatibility) of the data content of Edupage and e-Kreta;
- ✓ organising the development of skills and talents in the field of English in relation to the international aspects of the two-language area of study and in the field of international studies at upper secondary level;
- ✓ managing the ordering of textbooks for subjects taught in English in the international aspects of the field of bilingual studies and in the field of international studies at upper secondary level;

- ✓ organising examinations for grading, distinction and revision in subjects taught in English in the field of international aspects of the two languages of instruction and in the field of international studies at upper secondary level;
- ✓ the organisation of assessments in the field of international aspects of the two languages of study and in the field of international studies at upper secondary level;
- ✓ organising and conducting assessment - evaluation, academic and cultural competitions in the field of international affairs and international studies in the field of bilingual studies at upper secondary level;
- ✓ organising and conducting Cambridge accredited examinations in international matters in the field of bilingual studies and international studies at upper secondary level;
- ✓ continuous monitoring of compliance with the Cognition accreditation requirements in the international aspects of the field of bilingual studies and in the field of international studies at upper secondary level;
- ✓ enhanced cooperation with the IB coordinator;
- ✓ organising and conducting the IB Baccalaureate exams;
- ✓ monitoring and assisting secondary school students in their further studies at tertiary level;
- ✓ the organisation of cultural programmes related to the international programme in the field of international affairs and international studies in the field of bi-lingual studies at upper secondary level;
- ✓ organising the performance of community service (CAS);
- ✓ planning and implementing the appropriate use of the budget allocated to the international programme, reporting to the Principal and, if requested, to the operator;
- ✓ evaluating the pedagogical work of teachers of English and organising their professional development in the field of international aspects of bilingual studies and international studies at upper secondary level;
- ✓ organising mentoring of early career teachers in international affairs in the field of bilingual studies and international studies at upper secondary level;
- ✓ support for the organisation of substitutions, whatever the field of study, at upper secondary level;
- ✓ coordinating and supervising the professional work in the field of international affairs in the field of bilingual studies and international studies at the upper secondary level;
- ✓ organising other visits (in particular in the framework of IB and Cognition accreditation);
- ✓ supervising the performance of administrative tasks by teachers in matters relating to the international aspects of the field of bilingual studies and international studies at upper secondary level;
- ✓ Cambridge Contact;
- ✓ liaising and cooperating with parents, the parent community and the leaders of the school's student council on matters of international relevance in the field of bilingual studies and international studies in upper secondary school, and on any matter in upper secondary school if the matter is of simple or minor importance;
- ✓ directing, supervising and monitoring the professional duties of the coordinators in the professional field for which he/she is responsible, and directing, supervising and monitoring the professional work of the teachers in the professional field for which he/she is responsible.

3.3.3 Forms of contact with the management

The school management (together with the principal and vice-principals) will keep the school staff and the teaching staff informed of current tasks and events through the school's email system, verbally or by any other means used in the school (e.g. bulletin board, notice board, etc.).

- ✓ with the maintenance representative: weekly working meeting and occasionally if necessary,

- ✓ with board members: weekly working meetings and occasionally as needed,
- ✓ with the representative of the company responsible for the operation: weekly working meeting and occasionally if necessary,
- ✓ with working groups: as needed,
- ✓ with the teaching staff: at the regular intervals set out in the annual work schedule,
- ✓ with the professional middle managers (coordinators) involved in professional management and leadership: weekly working meetings and occasional meetings if necessary,
- ✓ with representatives of the parent community: at least once a quarter and occasionally if necessary,
- ✓ with parents: in the monthly newsletter, during the weekly office hours, via the ISB website, and, if necessary, at a parents' meeting,
- ✓ with the student council: at least once a quarter and occasionally if necessary.

3.3.4 The enlarged school governing board

The school's pedagogical professional management is also supported by: the IB coordinator, professional middle managers/coordinators involved in professional guidance and management (such as: curriculum coordinators, assessment coordinators, sports and leisure coordinator, English language coordinator, child and youth protection coordinator, career guidance and further education coordinator).

The coordinator (whatever his/her title) is responsible for all the tasks and competences set out in his/her appointment, mandate or job description for the performance of professional middle management duties, or which the Vice Principal assigns to the coordinator, or which the internal rules of the educational establishment, whatever their title, assign to the coordinator.

The minimum content of the coordinator's duties and responsibilities (job description) is set out in the job description attached to the appointment or assignment (appointment) governing the public education staff status, which is annexed to these Regulations and to the Annex.

The curriculum coordinators' tasks in particular:

- ✓ supporting the Vice Principals in the preparation of the annual work plan and in the coordination and implementation of the professional and pedagogical tasks set out therein;
- ✓ checking the annual syllabuses prepared by the teachers of the relevant section by 30 September;
- ✓ supporting pedagogical work within the relevant section;
- ✓ curriculum reflection and development within the section;
- ✓ regular monitoring of curricular progress and the quality of pedagogical work within the relevant section;
- ✓ hourly visits, at a frequency determined by the Vice Principal, and sharing the records with the Vice Principal;
- ✓ supporting Vice Principals in organising replacements;
- ✓ monitoring the progress of students within the section;
- ✓ coordinating the requirements and assessment criteria within the section;
- ✓ organising the sharing of good practices within the section;
- ✓ organising the professional and case discussions within the section;
- ✓ supporting the Vice Principal in the organisation of national sectional assessments and examinations;
- ✓ supporting the Vice Principal in organising the supply of textbooks;
- ✓ keeping an inventory of visual aids, making suggestions for improving the stock;
- ✓ support for teacher training opportunities;
- ✓ support and actively cooperate in organising mentoring for early career and new teachers;

- ✓ liaising with the coordinators responsible for other areas.

In particular, the tasks of the assessment coordinators (under the direction and supervision of the Vice Principal in charge of Primary and Secondary sections):

- ✓ the preparation of a sectional assessment and evaluation plan under the guidance of the relevant Vice Principal and in collaboration with the relevant curriculum coordinator;
- ✓ preparing the measurements required by the curriculum;
- ✓ regular maintenance and development of measurement materials;
- ✓ supporting the Vice Principal and the Curriculum Coordinator in the organisation of national sectional assessments and examinations;
- ✓ organising and conducting the level assessments required by the curriculum;
- ✓ sharing the results of the assessments with the teachers concerned.

In particular, the IB Coordinator (under the direction and supervision of the Vice Principal in charge of Upper Secondary, with autonomous professional and labour law responsibility for his/her activities):

- ✓ continuously monitoring and ensuring compliance with the IB accreditation requirements;
- ✓ introducing and promoting the IB Diploma course to students in grades 9-10;
- ✓ support for subject choice;
- ✓ organising and conducting the IB Baccalaureate exams;
- ✓ mentoring teachers participating in IB training, organising their training and further training;
- ✓ liaising with the IB Examination Centre;
- ✓ preparing, organising and following up accreditation visits.

In particular, the Sports and Recreation Coordinator (under the direction and supervision of the Vice Principal for Primary and Secondary Education respectively):

- ✓ the organisation of daily physical education classes and activities;
- ✓ the organisation of swimming and self-defence lessons in the framework of daily physical education in the grades designated in the Pedagogical Programme;
- ✓ organising and coordinating school sports clubs, day-care/study-room activities and leisure activities;
- ✓ monitoring the professional and labour law aspects of the work of the staff involved in the school day-care/study and leisure programme (including time and attendance records, collection of leave requests) or, if they are working on a contract basis, the contractual fulfilment of the obligations arising from this contract (including the issuing of a certificate of professional fulfilment);
- ✓ organising and conducting Netfit measurements, ensuring and monitoring the provision of data related to the measurements;
- ✓ organising the school sports life (sports days, sports competitions, friendly matches, competitions and competitions) - organising and running inter-school relations, events;
- ✓ liaising with international sports organisations;
- ✓ publishing the school's sporting achievements and promoting its sporting life;
- ✓ support for pupils participating in competitive sport and representing the school at the School Olympics.

In particular, the tasks of the Child and Youth Protection Coordinators (under the direction and supervision of the Vice Principal in charge of Primary and Secondary Education respectively):

- ✓ supporting the work of the Principal and Vice Principals in achieving the educational objectives set out in the Pedagogical Programme;

- ✓ supporting the work of class teachers in enforcing the educational objectives and principles set out in the pedagogical programme, the House Rules and the rules of the internal regulations on teaching and learning;
- ✓ actively contribute to the preparation, review and development of the school's internal rules on behaviour expectations;
- ✓ sharing with teachers and pupils good practices that encourage the adoption of school values;
- ✓ supporting teachers, and in particular class teachers, in educational matters;
- ✓ mentoring newly appointed class teachers;
- ✓ organising individual and community-building programmes for classes and larger school communities;
- ✓ liaising with the social alarm and prevention system and family and youth protection institutions;
- ✓ liaising with parents of pupils with educational issues;
- ✓ providing support for pupils with integration or social difficulties;
- ✓ monitoring the development of pupils' socialisation, behavioural regulation and behaviour;
- ✓ organising case meetings;
- ✓ preparing prevention and action plans;
- ✓ risk assessment and monitoring of pupils' sense of physical and mental safety.

In particular, the duties of the Careers and Further Education Coordinator (under the direction and supervision of the Vice Principal for Upper Secondary):

- ✓ organising information sessions for parents and pupils on the admission procedure;
- ✓ supporting pupils in year 12 in preparing for the admission procedure and in fulfilling the administrative requirements of the admission procedure;
- ✓ supporting Year 12 pupils in the preparation of application documents for the admission procedure;
- ✓ organising forums on career choices and higher education institutions for secondary school pupils;
- ✓ liaising with higher education institutions to keep students up to date with information;
- ✓ career guidance involving class teachers, subject teachers and parents.

3.3.5 Rules for signing and issuing documents

The Principal and the member(s) of the Management Board delegated by the Principal have the right to sign on behalf of the institution.

If (s)he is prevented from attending, the documents containing the immediate measures shall be signed by the deputy person designated in the substitution order.

If the Principal is prevented from attending, the representative of the maintaining authority is authorised to sign any document on behalf of the school.

The authorised person is entitled to receive postal items.

The right to publish and issue school publications is vested in the Principal.

The Principal is authorised to authenticate paper forms produced electronically using his/her signature and the school stamp.

3.3.6 Rules of representation

The Principal is the sole representative of the School.

The person authorised by the Principal, either on a case-by-case basis or for a specific matter or subject, shall be empowered to act on behalf of the institution on the basis of a power of attorney in accordance with the conditions laid down therein.

In all cases, the Hungarian Vice Principal is entitled to act on behalf of the Headmaster in matters relating to the status of pupils.

The Hungarian Vice Principal is authorised to act in all matters relating to the employment of staff covered by the Public Education Act, including employer's rights.

3.3.7 Order of substitution

The Principal is deputised by the Vice Principals during his/her leave, illness and official absence.

If the Principal is prevented from attending

- ✓ the Hungarian Vice Principal General,
 - ✓ in case of absence, the Vice Principal responsible for the lower section (Primary),
 - ✓ in the event of his/her absence, the Vice Principal for Upper and Secondary Education
- is entitled to act.

Vice Principals are replaced by the Principal or, in the absence of the Principal, by any Vice Principal.

4 COMMUNITIES OF THE INSTITUTION

4.1 Communities of teachers

4.1.1 The Board of Governors

The Board of Education shall exercise all the duties and powers assigned to it by the Act and related regulations. All teachers and other staff employed in a position directly supporting the teaching and learning work shall be members of the school board. The Board of Governors may express an opinion or make proposals on all matters relating to the running of the school.

Forms of meetings of the Board of Governors:

- ✓ full meeting;
- ✓ section meetings:
 - ✓ a sub-educational board meeting consisting of teachers and staff directly involved in teaching and learning activities in the preparatory and primary grades 1 to 5;
 - ✓ sub-teaching board meetings of teachers and staff directly involved in teaching and learning activities in primary grades 6 to 8 and secondary grades 9 to 12
- ✓ study areas meeting:
 - ✓ international study area,
 - ✓ bilingual study area.

Board of Governors meetings, if a full meeting, are convened and chaired by the Principal of School. The convening of meetings of sections (sub-educational board meetings) and fields of study is the responsibility of the Principal or Vice Principals.

The Board of Education may hold ordinary and extraordinary meetings (conferences) during the school year.

The regular meetings of the Board of Education are the opening, the semester, the end of the school year and the educational meetings. The opening meeting decides on the adoption of the annual work plan.

Ordinary meetings of the sections

- ✓ end-of-semester and end-of-year review meetings,
- ✓ Education meeting (2 times a year).

The study areas hold meetings as needed.

The Principal may convene an extraordinary meeting of the Board of Governors.

An extraordinary meeting of the Board of Governors may also be convened by the Board of Governors, by a one-third majority of its members, by signing a petition and indicating the agenda. The meeting must be convened outside school hours within 8 (eight) days of the initiative.

The voting rights of class teachers are limited to determining the promotion of pupils to a higher grade, the examination of pupils and disciplinary matters.

Minutes of the meeting of the teaching staff must be taken and signed by the head of the institution, the minute-taker and two notaries chosen by the teaching staff. Unless otherwise instructed by the person chairing the meeting, a record of the section (sub-unit) or study area meetings shall be made and signed by the chairperson of the meeting, the person who made the record and two notaries chosen by the board of governors who attended the meeting.

4.1.2 The professional workshops

The establishment of a professional workshop may be proposed by a member of the teaching staff, and the teaching staff decides on the establishment of the professional workshop. If the establishment of a professional workshop has an impact on the school budget or requires additional resources to be provided by the operator, the professional workshop may be established with the prior written consent of the operator (up to the 10 workshops established by law).

The tasks and powers of the professional workshops are defined by the internal rules of the ISB, the Principal's specific instructions or, in their absence, by the legislation.

4.1.3 The professional working groups

For the sub-tasks of the teaching and learning tasks, the Principal may form working groups of members of the teaching staff, with the prior written approval of the operator. If the operation of the working group requires the provision of resources, the working group may be established with the prior written approval of the operator. A working group may be set up for a maximum period of one semester of the school year, and its chairperson shall report in detail to the Principal in writing on its activities.

4.2 Community of staff directly involved in teaching and learning

Staff members who directly support the teaching and learning work shall perform their duties in accordance with the job description in Annex 6 to the OOR. Support staff in the school:

- ✓ teaching assistants,
- ✓ lab technician,
- ✓ nanny,
- ✓ school secretary,
- ✓ administrator.

In particular, they are responsible for supporting the teaching and learning work in the school, assisting the teacher with the preparation of visual aids, differentiation in the classroom, and individual attention.

4.3 Administrative and maintenance tasks

The unit responsible for administrative tasks other than those relating to the administration of education is directly reporting to the Principal. In particular, the unit is responsible for financial administration, accounting and bookkeeping, human resources administration, contract management, registration, receivables management, IT system administration and development, background tasks related to applications for admission and admission of pupils and the admission/admission procedure, liaison and documentation, preparation of documents. The Principal may also use an external service provider to carry out administrative tasks in addition to those relating to school administration.

Maintenance tasks are carried out directly by the department responsible to the Vice Principal-General. The ISB may also use external service providers for maintenance tasks. In the latter case, the person who is authorised to give the ordering/contracting instructions on behalf of the ISB in the contract with the external service provider shall be responsible for the management and supervision of the administrative and maintenance tasks.

4.4 The school's learning communities

Students and student councils may form a student council to represent the interests of students. The work of the student council is assisted by a teacher appointed for this purpose by the Principal on the recommendation of the student council.

The student council's rules of procedure are drawn up and adopted by the electing student body and approved by the board of governors, taking into account the legislation in force.

The contact between the student representatives and the school management takes place in a face-to-face meeting convened on a quarterly basis.

For the operation of the student council, the school provides a room for this purpose and the student representatives can use the communication and reproduction equipment in the secretariat.

Students' activities at school are governed in detail by the House Rules.

The student council should be consulted:

- ✓ prior to the adoption of the statutory provisions of the school's PSP
- ✓ before determining the principles for the distribution of student social benefits,
- ✓ when using funds for youth policy purposes,
- ✓ before the adoption of the Rules of Procedure,
- ✓ to determine the programme of a non-teaching working day as defined in the annual work plan;
- ✓ 20/2012.(VIII. 30.) EMMI Decree § 15 (1) paragraph, § 16 (2) paragraph, § 57 (3) paragraph, § 82 (6) paragraph, § 120 (5) paragraph for the decision.

In order to determine the opening hours and the operating period of the vending machine in the agreement, the Principal of the educational institution shall obtain the consent of the school's student council (in addition to the school's maintenance authority, the school or college's parent organisation or community).

The Student Council may organise school events on and off school premises, subject to the approval of the Principal. Notices of the Student Council within the school may only be displayed with the approval of the sponsoring teacher and/or the Registrar.

4.5 The school's Parent Community

In order to assert their rights and fulfil their duties, parents may establish a parents' organisation with the right to express opinions and make proposals on issues concerning the operation and work of the institution. The parents' organisation decides by a majority vote on its own rules of procedure, the adoption of its work plan and the election of its officers. The representative of each class in the parents' organisation is elected at the first parents' meeting of the school year and is appointed for the school year.

The PTA exercises the statutory right to express an opinion on behalf of all parents in the school, including

- ✓ the Principal consults the parents' organisation when drawing up the local regulations for the school year,
- ✓ the Principal obtains the opinion of the parents' organisation (including any amendments) when adopting the OOR
- ✓ when adopting the Policy, the Principal will seek the opinion of the Parents' Association (including any amendments),

- ✓ the parents' organisation has the right to express its opinion when the policy is adopted,
- ✓ the decision pursuant to Article 15 (1) paragraph (1) and Article 16 (1) paragraph (1) of EMMI Decree 20/2012 (VIII. 31.),
- ✓ the parents' organisation can initiate a meeting of the school board.

Parents' (sub)communities supporting the educational work of the school can be set up occasionally for a specific purpose. Where this has a budgetary impact, a Parent (sub)Community may be formed with the prior agreement of the maintaining authority, unless the costs are borne by the Parent Community.

5 INTERNAL COMMUNICATION ARRANGEMENTS

5.1 Forms of contact with the school management

The school management keeps the school's staff and teachers informed about current tasks and events, either through the school's email system or verbally. The details of this communication are described in section 3.3.3.

5.2 Forms of internal contacts of the board of governors

The Board of Governors, as well as the sections and sections of the school, meet at regular intervals as set out in the annual work plan.

For the purpose of discussing occasional professional issues, coordinating or preparing programmes, evaluating measurements or for other purposes, any teacher in the school may propose a case meeting or conference with invited participants, to be approved by the Vice Principal.

The events described in this clause must be organised in such a way that they can be held during the fixed working hours of the participants.

5.3 Forms and rules of contact between the school and parents

The Principal (or a person designated by him/her) will send a newsletter to the email addresses provided by parents, informing them of current information, past and upcoming events.

At the beginning of the school year and at the beginning of the 2nd semester, class teachers hold a parents' meeting.

The school will publish on its website the dates and email contact details of the teachers' regular weekly office hours. It organises a parents' reception evening every quarter, after the distribution of the termly reports and before the end of the school year, giving all teachers the opportunity to find out more about the school in person or via Zoom.

The class teachers keep in regular contact with the parents of the pupils in their class, using the email address provided by the parents at the beginning of the school year.

The events described in this clause must be organised in such a way that they can be held during the fixed working hours of the participants.

Class teachers and subject teachers inform parents about students' mid-year grades, academic progress, assessment results, monthly assessments of behaviour and diligence, and justified and unjustified absences through the E-Kreta digital diary.

Parents must notify the class teacher and the school office by 9 a.m. if the student will not be attending school that day due to illness. The absence must be justified in the way indicated in the House Rules.

Parents communicate their requests and complaints concerning the whole school to the school management through the class representative elected at the beginning of the school year.

5.4 Forms and rules of contact between the school and pupils

Students are informed about school life by the class teacher during the community education (homeroom) lessons.

Starting in Grade 6, students will have access to the e-Kreta digital diary, where they can track their grades and assessments throughout the year.

Pupils communicate their school-wide requests and complaints to the school management through the class representative elected at the beginning of the school year. They can turn to the class teacher for help in resolving their queries or complaints about their fellow pupils or teachers.

They can keep track of their homework in the E-Kreta digital diary, Edupage and Teams.

6 INTERNAL CONTROL OF PEDAGOGICAL WORK

The primary aim of the inspection is to support the work of teachers and, at the same time, to ensure the safe and smooth operation of the school and the efficient and high-quality teaching and learning work. The school Principal, or the Vice Principal in his/her area, is responsible for the organisation and operation of continuous internal control. The areas, specific content and methods of control designated each year shall be set out in the annual control plan to be prepared as an annex to the school's annual work plan. The Principal shall decide whether to carry out ad hoc inspections not included in the inspection plan.

6.1 Monitoring the teaching and learning work

The Principal shall inform the teachers of which Vice Principal is primarily responsible for supervising the professional work of which teacher. In the event of the Vice Principal being prevented from attending, the Principal or any other Vice Principal shall deputise.

The Vice Principals or, if specifically instructed, the professional middle managers supervise the professional planning and pedagogical work of the teachers under their professional supervision. Teachers are informed at the beginning of the school year about the criteria for the visits and the focus points for the school year. Teachers may or may not be informed in advance of the time of the visit by the teacher leader. A record of the visit will be kept for three (3) years after the termination of the teacher's employment in the public education system or of the teacher's employment. The time of the visit will be recorded in the digital logbook and the experience will be discussed and analysed with the teacher. Particular attention is paid to monitoring the work of new starters and colleagues with new responsibilities.

Audit managers plan their audit activities and submit them to the Principal by 30 September at the latest. Unscheduled visits may be made during the school year. An unscheduled lesson visit is compulsory in all cases where there are concerns about the teacher's teaching and learning.

In order to transfer good practices, teachers may organise, with the specific authorisation of the head teacher, collegial observation and support visits to exchange experiences, with the visiting teacher's activity being part of his/her informal working time (subject to the teacher's own allocation). In addition, mentor teachers support the work of new teachers and support teachers support the work of newly qualified teachers.

If teachers feel the need to solve a problem, they can themselves request a visit from their colleagues or supervisors, or a consultation.

The Vice Principal in charge of the school is involved in the certification procedure for teachers who have applied for certification.

The Principal has the right and the duty to monitor the work of the school in any form.

In all cases, the classroom visits are followed by classroom meetings to identify areas for possible improvement. If necessary, particularly if there is a pedagogical, professional or methodological problem, a further visit may be made or, if no significant progress has been made, the teacher visited, together with the head of department, draws up a development plan which is submitted to the members of the Board (in particular the Principal and the Vice Principal).

Lessons are observed from a managerial point of view on the basis of the Teacher Evaluation criteria published at the beginning of the school year, supplemented by additional criteria for the reasons for the lesson.

The general experience is summarised and evaluated by the Principal at a staff meeting, at the same time as further tasks are defined. The experiences and minutes of the visits form part of the basis for the annual teacher evaluation.

Visits to extracurricular activities are the responsibility of the Vice Principals, and visits to leisure activities are the responsibility of the professional middle manager responsible for sports and leisure activities, who reports regularly to the school management and is obliged to draw their attention to any problems that may arise, together with a plan of action.

Inspectors may ask to see documentation supporting student work, assessments and teacher evaluations when inspecting the pedagogical work.

Measurement and assessment coordinators, in cooperation with teachers, monitor, support and check the regular implementation of the compulsory and curriculum-based measurements throughout the school year. They regularly report their experiences to the school management and draw their attention to any problems that may arise.

The primary responsibility for supporting and monitoring the educational work in the classrooms lies with the Child and Youth Protection Coordinators. They regularly report their experiences to the school management and draw their attention to any problems that may arise.

6.2 Inspection in the field of education

The school administration is managed using the digital diary and the school secretariat's closed data management system.

Teachers are responsible for keeping up-to-date progress diaries. The progress diaries are checked weekly by the assessment coordinators.

The Principal or Vice Principals also check the logbook monthly and separately before the parents' reception day each term, planning the check to allow time for any gaps to be filled. The end-of-school-year check is carried out by the Principal. The Principal reviews the closed school files and, on the basis of the comments of the class teachers, the professional middle managers and Vice Principals, takes measures to remedy any shortcomings that have not yet been remedied or that he/she has noted.

The school secretary is responsible for keeping up-to-date student records, enrolment documentation, registering and storing master forms and certificates, and registering BTMN and SNI students. It is checked by the Principal or the Vice Principal on a regular basis, but at least once a month, and also separately at the end of the semester or school year in preparation for the data to be submitted to the Education Office.

The Hungarian Vice Principal is responsible for supporting and monitoring the documentation of the secondary school admission procedure.

The Hungarian Vice Principal is responsible for the proper recording and storage of the Hungarian tests and examinations. The regular recording and storage of the material for international assessments and examinations under the Cambridge, IGCSE and IB accreditations is the responsibility of the relevant curriculum coordinators. Their documentation work is managed, supervised and monitored by the Vice Principal responsible for the subject area and the Principal.

6.3 Checking the conditions for safe operation

The fire and safety officer, under the leadership of the safety officer, checks at least twice a year that the conditions for safe operation are in place. He makes a note of any shortcomings or problems or emergencies that are discovered and sends the report to the school principal and the maintenance authority. He/she will check and document the rectification of any issues raised at the next inspection.

The school's teachers and staff keep the management informed of any emergencies, errors or shortcomings through an electronic interface set up by the principal.

6.4 Principles for teacher evaluation

The quality principles of teachers' work are set out in the teachers' job descriptions, the school's pedagogical programme - if EAL is involved in teaching and learning, the EAL regulations - the Teachers' Handbook and the accreditation documents.

The purpose of teacher evaluation is to improve the professional and pedagogical work of the school, to help teachers achieve their individual performance targets and to support teachers in their work to ensure quality education. The evaluation of pedagogical work is based on the criteria of the TÉR and ELEOT evaluation systems proposed by the Education Agency and introduced as part of the Cogna accreditation. In view of the nature of the school, the primary yardstick is not the statistically proven results of the measurements, but the effectiveness of the teacher development activities, based on the experience of continuous internal monitoring, in the academic field, as well as in the field of education and community development.

7 THE RULES GOVERNING THE OPERATION OF THE INSTITUTION

7.1 School opening hours

The school is open during school hours from 7:30 to 17:00 Monday to Friday. The school opening hours may vary for school events.

The school year's schedule of annual school events is set out in the school's annual work plan by the Principal, taking into account the decree issued by the Ministry of the Interior, in consultation with the teaching staff. The work plan is discussed and approved by the teaching staff at the opening meeting of the school year. The school work plan shall set out annually

- ✓ the timetable for the school year, the main dates set by ministerial decree;
- ✓ the time and use of working days without teaching;
- ✓ the date and method of school celebrations;
- ✓ the times of staff meetings and class conferences;
- ✓ the time of parents' meetings and welcome days;
- ✓ the dates of school and national competitions;
- ✓ the dates of information sessions for parents on enrolment and admission tests;
- ✓ the dates of the in-year examinations, as well as the grading and distinction examinations;
- ✓ dates related to the work of the parent bodies and the student council;
- ✓ tasks and dates related to the highlights of the school year.

During school hours, study matters can be dealt with at the secretariat between 8:15 and 16:30.

During the summer holidays, you can make enquiries on the days and during the periods indicated on the website.

7.2 Order of lessons and breaks

The teaching starts at 8:20. The bell times are set out in the House Rules. The weekly schedule of lessons is set out in the timetable. The duration of the lessons is 45 minutes. A zero lesson may be held only in justified cases.

The lessons are numbered and recorded in the digital diary by the teacher. Working days without lessons do not need to be numbered. Individual or small group development lessons must be recorded in group diaries opened at the beginning of the school year.

In order to ensure the continuity of the lesson, a teacher, teaching assistant or pupil may only be called out of a lesson once it has started in extremely justified cases.

Pupils may remain on the school premises during the whole of the teaching and after-school supervision period and may leave the school premises only when accompanied by their teachers, parents or an adult authorised by their parents, or without parental authorisation. If a pupil leaves the school before the end of the lesson (due to illness or parental request), the person accompanying the pupil must report the absence to the class teacher and to the teacher who is giving the lesson/session. The person in charge of the reception will let the pupil leave the school building if the parent is personally present and declares that he/she will take him/her from the ISB or if the pupil provides proof of the right to leave in the absence of a parent (written declaration from the Principal, Vice Principal, class teacher, teacher or parent).

Before lessons and during breaks, the teacher (as assigned) or teaching assistant must supervise the pupils at the time and place specified in the supervision schedule. In the case of indoor recess, supervision shall cover the classrooms, corridors and toilets on the relevant level. During outdoor recess, supervision shall take place in the designated area of the playground. During lunch time, supervision in the restaurant is also required on a pre-arranged basis. The supervision schedule shall be annexed to the weekly timetable and indicated in the timetable.

7.3 Reservation policy for managers

During opening hours, the Principal or another manager is present in the school. The whereabouts of heads of school shall be laid down in a rota.

The ISB shall fulfil the obligation to maintain the presence of the managers with the following staffing and rostering:

- ✓ Monday: sport and leisure coordinator
- ✓ Tuesday: senior (Secondary) Vice Principal
- ✓ Wednesday: junior (Primary) Vice Principal
- ✓ Thursday: Principal / Hungarian Vice Principal general
- ✓ Friday: one of the above four leaders according to the calendar

If none of them is present in the school, the scope of those entitled to take immediate action is determined by the substitution procedure.

After-school supervision is provided by the teachers in charge of the supervision, who can take on the role of responsible leader during this period.

Exceptionally, if none of the managers can stay in the institution, a coordinator can be trusted to replace the necessary departing manager. The coordinator must be informed of the assignment in a verifiable manner and must be contacted in the event of an emergency.

At school events, the school principal is required to be present in the school.

7.4 Rules for entering and staying on campus

The reception desk must be informed of the arrival of visitors who have announced their arrival in advance. Visitors should preferably be met at reception on arrival, but if this is not possible, the reception desk will telephone the school secretary or the relevant member of staff who will receive the visitor to

inform them of their arrival. The arrival of staff carrying out renovation and maintenance work on the building shall be notified to the school management and reception by the person in charge of the building.

Pupils, teachers, other staff and parents must use the name badge given to them at the time of enrolment. After school hours, pupils are only allowed in the school building and the playground under supervision. Parents may accompany students to the lobby, and after the bell rings to signal the start of the first lesson, parents are only allowed in the building for pre-arranged meetings or to take care of business. The only exceptions to this rule are parents of pre-primary and first grade students, who may accompany their children to the classroom until 8:30 a.m. during the first week of school for the purpose of settling in.

At the end of the school day, parents wait for students at the entrance to the playground in good weather and in the community area in bad weather.

7.5 Teachers' working time

Teachers' working hours are determined by their appointment, the information letter accompanying their appointment, the job description and the Teacher's Handbook, the Pedagogical Act and its regulations, the internal rules of the institution, the school timetable and the schedule of other activities, and the instructions of the person exercising the employer's authority or their immediate superior.

The relevant provisions of the Teacher's Handbook apply to the teacher's compulsory school placement.

7.6 Working hours of staff directly involved in teaching and learning

The working hours of the employees who directly support the teaching and learning work, including the teaching assistants, are also determined by the Pedagogical Act (Púétv) and its regulations, the internal rules of the institution, the labour law documentation applicable to them, the school timetable and the schedule of other activities, as well as the instructions of the person exercising the employer's authority or their direct superior. Unless otherwise provided for by the Principal, their participation in ordinary and extraordinary meetings shall be governed by the same rules as those applicable to teachers.

8 RULES FOR THE USE OF SCHOOL PREMISES AND EQUIPMENT

8.1 Using the classrooms

Pupils may use the classrooms only under the supervision of a teacher/teaching assistant, they may enter the classrooms only with the permission of the teacher/teaching assistant, and they must wait in the corridors outside the classrooms before the scheduled class time. The order of the classrooms is the responsibility of the teachers/teaching assistants who are designated as the classroom supervisors and who explain the rules for the use of the classrooms to the students during the first lesson of the school year and to the teachers using the classrooms during the teacher work week before the start of the school year and post them prominently in the classrooms. The teacher of the group using the classroom is responsible for ensuring that pupils use the room as intended and leave it in a clean and tidy condition after the lesson.

8.2 Use of equipment

School equipment must be used properly and with care.

Pupils may use computer and media equipment only with the permission and under the supervision of a teacher. Projectors and smartboards should be switched off after use to ensure a longer life span.

Laboratory equipment, musical instruments and drawing instruments may be used by students only with the permission and supervision of the teacher.

The teachers/teaching assistants assigned to supervise the playground are obliged to draw the attention of pupils who do not use the equipment as intended to the careful use of the equipment and to report any damage in the playground logbook. If the pupil does not stop using the equipment for its intended purpose despite the teacher's/teaching assistant's warning, the pupil may be prohibited from using the equipment for that day. The teacher concerned (or the class teacher in the case of supervision by a teaching assistant) will decide on any disciplinary action to be taken.

Pupils are financially liable for any material damage caused by them negligently or intentionally, in accordance with Article 59 of the Act.

9 EXTRA-CURRICULAR ACTIVITIES

9.1 Regular extra-curricular activities

After school/study room: Pupils are required to remain on the premises until 16:00. This may be exempted by a decision of the Principal only on parental request. Parents of pupils may make use of day care and study room activities outside the school hours. Parents must declare by the date specified in the notice of the course which extra-curricular activities their child will attend.

After school activities: students can register at the beginning of the two semesters of the school year for the courses advertised on the online parent platform. Approved applications are valid for the semester in question. Withdrawal from a course is not possible, or only with the permission of the Principal in duly justified cases. Courses subject to the payment of a course fee may only be taken after the fee has been paid.

9.2 Periodic extra-curricular activities, field trips

The school may organise occasional extra-curricular lessons, team-building activities and lectures (for a fee) during the school year. Parents are informed about these events by the class teacher and the school newsletter.

During the school year, the school may organise one-day field trips for educational, educational and community-building purposes, as defined in the pedagogical programme. The class teacher will present to parents at the first parents' meeting of the school year the list of school-sponsored excursions planned for the term.

In addition, an excursion of one or more days may only be organised with the reimbursement of parents' expenses if, in the opinion of the class teacher and the Vice Principal responsible, it fits in with the educational objectives of the school, does not hinder the fulfilment of curricular requirements, does not impose a higher than acceptable financial burden on parents and is supported by at least 80% of the parents of pupils in the class.

9.3 Individual extra-curricular activities

Developmental activities: the school provides the opportunity to participate in developmental activities for the number of hours recommended by the educational service, based on the professional opinion of the educational service. The development teachers will carry out the development work in regular consultation with the subject teachers and the class teacher. They prepare a report on the pupil's progress every six months, which is shared with the teachers concerned.

Catch-up sessions: occasional catch-up sessions are organised for pupils who are periodically behind in a subject.

10 SCHOOL EVENTS, COMMEMORATIONS, SCHOOL TRADITIONS

At school ceremonies and events, pupils will wear the uniform prescribed in the Uniform Code.

Participation in school events is compulsory for the pupils concerned, and the behavioural expectations of the House Rules apply during school events, whether they take place on school premises or elsewhere.

The schedule of events is set out in the annual work plan.

The supervision arrangements for each occasion of an event shall be determined by the Principal.

Typical school events

- ✓ Project days - varying from year to year, with themes set out in the annual work plan,
- ✓ Family days
- ✓ Charity fair
- ✓ Book Fair
- ✓ Carnival
- ✓ Halloween
- ✓ School meetings
- ✓ Study and skill competitions
- ✓ Open days
- ✓ Graduation (grades 8 and 12)

School commemorations

- ✓ celebration of Hungarian national holidays and commemorative days during the school year (6 October, 23 October, 15 March)
- ✓ commemorate holidays related to Anglo-Saxon and international culture (Thanksgiving, St. Patrick's Day, Guy Fawkes Day, Halloween, Chinese New Year, Diwali) during a school event, at class level or in an ELL activity

11 THE SCHOOL'S EXTERNAL RELATIONS

11.1 Liaising with partner organisations

The school is in contact with various professional organisations in the district, the capital, the country and internationally, and the contact is organised by the Principal and Vice Principals as follows:

Accreditation bodies: the Principal or the Vice Principal is responsible for liaising with international accreditation bodies (Cambridge, IB, Cognia). They are responsible for ensuring the continued existence of the conditions for accreditation, organising the necessary training, carrying out the required checks and measurements, and preparing and submitting the required data or other documentation.

- ✓ Education Office: the Hungarian Vice Principal and the School Secretary are responsible for liaising and providing information. The Hungarian Vice Principal is responsible for the organisation of the national measurements with the help of the teaching staff.
- ✓ Pedagogical Education Centre: the Hungarian Vice Principal General is responsible for the application for the teacher certification procedure, the organisation of visits and the conduct of examinations.
- ✓ Hungarian Association of Student Sports: the NETFIT measurements, data reporting and the application for the student Olympics are the responsibility of the physical education teachers.
- ✓ The Bolyai, Zalamat and Mategye Talent Competitions organising team: the Hungarian Vice Principal is responsible for the registration of pupils and the contact for the actual competition.
- ✓ Tempus Public Foundation: the contact person for Erasmus applications is the designated project coordinator and the Hungarian Vice Principal General.
- ✓ Ergo Team Fire and Disaster Task Force: the contact person is the person in charge of occupational safety.

- ✓ Klebelsberg Centre: the institutional contact for the RRF computer project is the Hungarian Vice Principal General.
- ✓ KELLO, Mozaik Publishers and Pátria Printing House: the contact person for ordering Hungarian textbooks and school stationery is the Hungarian Vice Principal, assisted by the school secretary.
- ✓ CES: the contact persons for ordering textbooks and teaching materials in English and other languages are the lower and upper school Vice Principals.
- ✓ Hungarian National Parks Directorates: the contact person for the organisation of forest school and other educational programmes is the Hungarian Vice Principal General and the class teachers of the classes participating in the programme.

11.2 Liaising with specialised pedagogical services, professional pedagogical service providers

Any problems with learning, integration and/or behaviour are reported to the Vice Principal by the subject teacher or class teacher. After a professional consultation with the school's developmental teachers, the class teacher initiates a consultation with the parents, during which the parents are informed of the outcome of the professional consultation and information is requested about the experience and results of previous or ongoing therapies. We recommend the possibility of an assessment by the specialised educational services to start school development and inform parents about the legal possibilities and consequences of development. After consultation with the parents, the class teacher, with the help of the subject teachers, the development teachers and the Vice Principals, fills in the specialised service's request for assessment form, which the school forwards to the specialised service in the place of residence or the school's head office, together with the attached educational report.

During the development programme, the Hungarian Vice Principal, the class teacher and the development teachers are responsible for maintaining contact.

11.3 Liaising with child welfare services

Liaison with the Family and Child Welfare Service is the responsibility of the Hungarian Vice Principal and the Child and Youth Protection Coordinators, who are informed at the beginning of the school year about the services and programmes available and the current rules of the referral system. In cases of suspected risk, they contact the signposting system immediately.

11.4 Liaising with the health care provider of the child or pupil undergoing long-term treatment

Pupil under long-term medical treatment: a pupil whose treatment is expected to exceed thirty-six school days or school days in the given school year, based on the opinion of a specialist participating in general outpatient care pursuant to Article 89 of the Act on the Treatment of Pupils in Outpatient Care or inpatient care pursuant to Article 91 of the Act on the Treatment of Pupils in Inpatient Care, and who is therefore unable to participate in kindergarten education in the form specified in Paragraph (2) of Article 8 or to fulfil his/her compulsory school attendance by attending school.

In the context of the treatment and rehabilitation of a pupil on long-term medication, teamwork is required between the institution, the health institution and/or social services.

In the performance of their duties, all cooperating parties are obliged to familiarise themselves with the document "Guidelines for the care of children/students with long-term health care needs in public education" and to act in accordance with the provisions of the document:

https://www.oktatas.hu/koznevelas/kerettantervek/2020_nat/iranyelvek_alapprogramok/tartos_gyo_gykezeles_szakmai_iranyelv

Forms and methods of contact

Task and responsibility:

- ✓ Informing the school of the reasons for the absence and the expected duration of the absence. The start of the long-term treatment status is based on a certificate signed and stamped by a specialist. Responsible: the parent
- ✓ Contacting the student and the parent, and if necessary, the doctor treating the student. Responsible: head teacher, class teacher
- ✓ Brief information to classmates and staff to the extent provided by the family of the sick student. Responsible: principal, class teacher
- ✓ Contact a competent person at the hospital. Responsible: Principal, head of department

12 PROTECTIVE, SAFEGUARDING STANDARDS, PROCEDURES

12.1 General rules during the school term

The protective and safety rules are set out in detail in the school's health and safety, fire and disaster prevention regulations. All persons concerned must be familiar with and comply with the provisions of the health and safety regulations, fire prevention instructions and fire alarm plan.

At the beginning of each school year, teachers and staff receive training in occupational safety, fire and disaster prevention and accident prevention.

The school is smoke-free. Smoking is prohibited throughout the school and within at least 5 metres of the entrance.

12.2 Procedures for study trips

As part of the preparation for field trips, the teacher(s) organising the trip will prepare a risk assessment plan, which will be approved by the principal.

Before field trips and excursions, class teachers draw the attention of students and their parents in writing to the dangers of accidents, the rules of compulsory behaviour and the behaviour to follow in the event of an incident. Before departure, the school secretary will prepare a first-aid kit for the class, which will be kept by the class teacher throughout the programme.

In the event of an accident requiring emergency care, accompanying teachers will immediately inform the ambulance service, parents and the school principal.

12.3 Regular health surveillance and care

Pupils are regularly screened by a paediatrician and a nurse.

The school doctor and the school nurse are available at the school on fixed days and times at the beginning of the school year and can be contacted by parents on the telephone number provided. During the school year, pupils undergo compulsory school check-ups as required by law. Parents are informed of the results by the school doctor.

The school doctor and the school nurse help to educate students about healthy lifestyles by giving lectures, in addition to providing general medical care and supervision. Pupils may receive any medication only with parental permission, from a person designated to administer first aid or from a doctor. An escort (teacher escort for groups) must be provided for students sent for medical examinations outside the school premises.

Dental check-ups are carried out within the district's paediatric dental care system.

Teachers and staff members designated by the Principal receive annual first aid training.

12.4 Rules to prevent accidents involving pupils

In the first week of the school year, class teachers use the digital diary to teach pupils about health and safety, the hazards associated with each activity, and what is not allowed and what is expected. They discuss the rules of the road in and around the school, the rules of the house rules on accident prevention, what to do in the event of an emergency (accident, fire, bomb, natural disaster or other), the escape route, the order of escape, the duties of pupils in preventing accidents.

Teachers explain the safety precautions for using the classrooms in the first lesson of the school year. In addition to the general information and rules, they also draw attention to potential hazards. The accident prevention information should also be recorded in the digital logbook.

The school provides supervision during the breaks between classes. Teachers are obliged to monitor the activities of the pupils in their charge at all times during the school hours and extra-curricular activities, as well as during the time specified in their timetable, to maintain order and to enforce accident prevention rules with the pupils.

Primary pupils must be supervised when travelling between school buildings.

There are first-aid boxes in the school secretariat, in the laboratory, in the reception and at the first-aid points designated for each floor, which can be used for minor accidents.

In the event of an accident, the teacher present will immediately arrange for the care of the injured child, notify the ambulance service if necessary, and report the accident to the member of the school management who is in charge. The school management shall immediately arrange for the parents of the pupil involved in the accident to be informed, through the class teacher or the school secretary.

- ✓ The student accident must be recorded on the website.
- ✓ Student accidents that result in injuries that heal after 3 days must be investigated immediately and recorded on the Internet in the required format.
- ✓ A copy of the report must be given to the pupil (or the parent in the case of a minor pupil). A copy of the report must be kept by the school and sent to the school's maintenance staff
- ✓ A serious accident must be reported to the school immediately. The investigation of a serious accident must involve a person with at least an intermediate occupational safety qualification. The school shall ensure the participation of a representative of the parents' association and the student council in the investigation of accidents involving pupils, if requested.

Following an accident, the Principal shall take the necessary measures to prevent similar occurrences.

A logbook certifying daily checks on the safety of playground toys is available at reception.

12.5 Management of emergency situations

Teachers and school staff receive fire safety training at the beginning of the school year. Class teachers and subject teachers discuss accident and fire safety rules to be observed in school with pupils in their classroom and in their lessons. Twice a year, the school management organises a fire drill, which is recorded and discussed with the staff, teachers and pupils. The school's fire safety documents are available for inspection at the school secretariat.

The building is inspected for health and safety and fire safety by the health and safety, fire and disaster prevention inspector contracted by the school, together with the school's health and safety officer, at least twice a year.

Any threat to the school must be reported immediately to the school administration. The school management will inform the police and the maintenance staff and will ensure that the building is evacuated. The evacuation of the building will be carried out in accordance with the fire alarm plan. In the event of a cancellation of classes due to an emergency, the missed classes will be made up on a Saturday.

12.6 Procedures to safeguard the mental health of pupils and teachers

The Child and Youth Protection Coordinators, together with the school doctor, the school nurse, the Family and Child Welfare Service and invited speakers, organise several supportive presentations for the school community of students and parents each year.

Child and youth protection coordinators are available to students and parents who come to them with problems during their office hours, and they also hold special class teacher sessions at the request of class teachers.

Class teachers may, with the agreement of the class parents and the head teacher, initiate drama sessions to address community issues in the classroom.

In the case of recurrent behavioural problems, suspected violence or addiction, the school initiates a case conference and, depending on the case, seeks medical or social support or the help of a child psychologist, the school doctor, the child welfare service or the specialised educational service.

12.7 Organisation of skills and personality development activities

Participation in talent management and differentiated catch-up sessions may be recommended by teachers and class teachers on the basis of the pupils' abilities and academic achievements. In order to be admitted to a talent group, pupils must have passed the aptitude test with a score of at least 75%.

Attendance at catch-up classes is compulsory, and a waiver can only be granted if the parent provides written proof that he/she will provide other, professional arrangements for the child's catch-up. The parent shall then provide a written evaluation of the pupil's progress in extra-curricular activities at the end of the term and at the end of the year.

The school organises extra-curricular activities for pupils outside compulsory and optional lessons to promote their development during the school-education period up to 16 hours. The school provides free supervision during the period between the end of the other activities and the end of the school day and offers optional specialised activities for a fee. The school is entitled to charge an extra fee for supervision after 17:00.

The workshops/after-school sessions (together referred to as "workshops") are available for a service fee as indicated in the Rules for Workshops. The rules for attendance, the treatment of absences and the payment of the fee are laid down in the Rules of the Courses or in the rules specific to the course for the school year in question.

Exemptions from physical education and sports activities may be granted in accordance with the legal framework in force at the time.

13 RULES ON DISCIPLINARY PROCEEDINGS

The detailed rules of the disciplinary procedure are set out in Annex 7 to the OOR.

14 SCHOOL RULES ON THE SUPPLY OF TEXTBOOKS

The textbooks, resource books and workbooks needed to meet the requirements of the local curriculum set out in the pedagogical programme are purchased and distributed by the school. The textbooks and workbooks for the Hungarian language course and the workbooks for the English language course are the property of the pupil. Textbooks for English-language courses may be used by the pupil but are not always the property of the pupil. Pupils are obliged to keep the permanent textbooks and to return them to the school at the end of the school year, free of notes, annotations and fill-in sheets, in a condition suitable for their intended use. Pupils will be informed of the range of durable textbooks at the beginning of the school year.

At the beginning of the second semester of each academic year, the members of the teaching staff draw up, in the form and by the deadline set by the Vice Principals responsible for the field of study concerned,

their proposal for the textbooks and teaching aids to be ordered for the following academic year. When drawing up their proposal, they carefully compare the publications on the textbook list which they believe best serve the implementation of the pedagogical programme. They are chosen to ensure continuity for each year group and to adapt to the potentially different needs of each group of pupils. On the basis of these recommendations, the textbook officer, appointed by the Principal, draws up the annual order and obtains the approval of the operator before placing the order. Textbooks are distributed by the textbook officer with the help of the class teachers and the school secretariat.

The school will ensure that there are enough copies of durable textbooks available in the school library. The pupils of the school are responsible for the management and possible replacement of textbooks and auxiliary books, as defined in the House Rules and the study agreement.

15 RULES FOR SCHOOL ADMINISTRATION

15.1 Validation procedure for electronically produced paper forms

Digital diary:

The paper forms produced from the digital diary (report card, mid-term assessment, master sheet, student record sheet, student control book, list of absences) may be authenticated by the Principal or his/her Vice Principal with their original signature and the school stamp. The first page of a document consisting of several pages must indicate the total number of pages. The documents thus authenticated shall be kept and preserved as archival documents for the period specified in the relevant legal provision, in accordance with the rules on archiving. The Principal shall be responsible for ensuring that the requirements of privacy, data protection and security are met in respect of paper archiving.

Electronic reporting of pupil accidents: the authentication and storage of the paper form of the electronic reporting of pupil accidents is subject to the procedures described above.

Documents printed from the KIR system: paper documents printed from the KIR system must bear a validation clause, including the date of validation, the signature of the validator and the official stamp of the institution. Documents consisting of several pages must indicate on the first page the total number of pages.

15.2 Policy on the management of electronically generated, authenticated and stored documents

At the end of the school year, files containing final, closed class registers, master sheets, student record sheets, report cards and text assessments, as well as the list of absences, must be saved on an external medium. The medium must be archived as specified in the Records Management Policy. The person acting as administrator is responsible for the safe storage of archived material.

To access the KIR, usernames, passwords and site-level rights are set in the master password management system of the head of the institution. Access to each subsystem of the KIR is granted by means of a unique username and a password known only to the user. The same username cannot be authorised for more than one user. Passwords known to others must be changed immediately. Logins are logged by KIR. In the event of unauthorised access (using other people's data), the person who caused the damage shall be held personally liable for the damage caused, on the basis of the results of an investigation initiated by the Principal.

15.3 Procedure for information on school documents

The basic documents of the school, the School Rules, the PTA, the Pedagogical Programme and the regulations governing other aspects of the school's day-to-day operation are public and can be consulted on the school's website. Printed copies are available for inspection at the school secretariat during the opening hours published on the school website.

15.4 Rules for rewarding products or intellectual works produced by pupils

Unless otherwise agreed between the school and the pupil, the school shall acquire ownership of any property which it has in its possession and which the pupil has produced in connection with the performance of his/her obligations as a pupil, provided that the school has provided the necessary material and other conditions for its production. If the object produced is an intellectual creation within the meaning of the Civil Code, these provisions shall apply, except that the transfer of an intellectual creation shall be subject to the provisions applicable to the transfer to the employer of an intellectual creation created in the course of employment or a similar legal relationship. If the school does not acquire the property rights in the object, it must return it to the pupil, on request, at the latest on termination of the pupil's employment. Otherwise, the rules on responsible custody under the Civil Code shall apply.

16 FINAL PROVISIONS

These Organisational and Operational Rules shall enter into force upon their publication.

These Organisational and Operational Rules were approved by the Board of Governors on 2025

.....

on behalf of the Board of Governors

The present Organisational and Operational Rules were approved by the Student Council 2025 on

.....

.....

an authorised representative of the student council

These Organisational and Operational Rules were approved by the Parents' Community on 2025

.....

representative of the Parents' Organisation

These Organisational and Operational Rules have been approved by the operator.

Date:, year month day

.....

representative of the operator