

# Parent & Student Handbook

## 2018-2019



# Parent & Student Handbook 2018/2019



## Mission & Philosophy

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### Mission

Our mission is to be a leading IB World School by enabling students to understand our world, act with integrity and strive with zest and courage to be responsible global citizens.

### Philosophy

- Our **Understanding** of students guides a holistic approach to learning.
- Acting with **Integrity**, we encourage students to be honest and responsible global citizens.
- We **Strive** to reach our potential in an atmosphere of community spirit, cooperation and inclusion.
- Our approach is full of **Zest** and **Courage**, empowering students and inspiring compassion, appreciation and empathy towards all the peoples of the world.

**2018-2019 School Year Calendar**

15	<b>August 2018</b> Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	20	<b>September 2018</b> Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
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10	<b>February 2019</b> Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	21	<b>March 2019</b> Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
15	<b>April 2019</b> Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	22	<b>May 2019</b> Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
10	<b>June 2019</b> Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	0	<b>July 2019</b> Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	<b>August 2019</b> Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		<ul style="list-style-type: none"> <li><span style="background-color: #FFD700; border: 1px solid black; display: inline-block; width: 10px; height: 10px; margin-right: 5px;"></span> Assessment Weeks</li> <li><span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 10px; height: 10px; margin-right: 5px;"></span> Special Events</li> <li><span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 10px; height: 10px; margin-right: 5px;"></span> Start/End of School</li> <li><span style="background-color: #FFD700; border: 1px solid black; display: inline-block; width: 10px; height: 10px; margin-right: 5px;"></span> Parent Student Conferences</li> <li><span style="background-color: #FFD700; border: 1px solid black; display: inline-block; width: 10px; height: 10px; margin-right: 5px;"></span> Holidays</li> <li><span style="background-color: #FFD700; border: 1px solid black; display: inline-block; width: 10px; height: 10px; margin-right: 5px;"></span> PD Day (Teachers only)</li> </ul>

183 Student Days

2018	
Date	Event or Holiday
Jul-31	SLT start
Aug-01	New Teacher Orientation (with HR & SLT)
Aug-06	All Teachers commence (Teacher Prep Week)
Aug-12	New Students & Parents' Orientation Day
Aug-12	Boarders Arrive
Aug-13	School starts for Year 1 - 12
Aug-15	School starts for K1-P
Aug-24	Welcome Evening & UPAZ BBQ
Sep-12	Year 3/4 Camp
Sep-22	Alumni & UEF Family Day
Sep-24	Public Holiday - Mid Autumn Festival
Sep-28	Cobra's Swimming Gala (Year 1-12)
Oct-01	Chinese National Holiday (1st to 5th)
Oct-08	PD Day - Whole School (student free)
Oct-09	PD Day - Whole School (student free)
Oct-09	Boarders Return
Oct-19	Parent & Teacher Conference Day (K-12)
Oct-22	Year 6 Camp
Oct-29	Week Without Walls (Year 7-12)
Nov-06	Year 5 Camp
Nov-23	Festival of the Arts
Nov-23	Winter Production & Concert
Dec-06	Summative Assessment Week (Year 7-11)
Dec-18	Reports sent home (K-12)
Dec-19	End of Semester 1 (School finishes at noon)
Dec-20	Semester 1 Holiday (December 20th - January 4th)
2019	
Jan-06	Boarders Return
Jan-07	School Resumes - Semester 2
Jan-18	Open Day
Jan-21	IB DP Mock Exams (January 21st - January 29th)
Feb-04	Chinese New Year Holiday (4th - 15th)
Feb-17	Boarders Return
Feb-25	IB MYP Mock Exams (February 25th - March 1st)
Mar-08	UISZ Cobra Athletics Day (K-12)
Mar-22	Parent & Teacher Conference Day (K-12)
Mar-22	Year 10 - IB Diploma Curriculum Afternoon
Apr-01	Spring Holiday (April 1st - April 5th)
Apr-07	Boarders Return
Apr-13	Open Day
Apr-24	Year 1 & 2 Camp
Apr-29	PD Day - Whole School (student free)
Apr-30	PD Day - Whole School (student free)
May-01	May Day Holiday
May-06	IB DP Examinations Begin (3 weeks)
May-13	IB MYP Examinations Begin (2 weeks)
May-24	Spring Performance
May-31	Year 12 Graduation
Jun-03	Year 7-9, 11 Summative Assessments
Jun-07	Dragon Boat Festival
Jun-13	Reports sent home (K-12)
Jun-14	End of Semester 2 (School finishes at noon)
2019-2020 Provisional	
Aug-01	New Teacher Orientation (with HR & SLT)
Aug-06	All Teachers commence (Teacher Prep Week)
Aug-12	School starts for Year 1 - 12
Aug-14	School starts for K1-P

Please check the most updated version at <http://www.utahloy.com/zc/schoolcalendar.html>

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# Welcome to UISZ

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Welcome to Utahloy International School Zengcheng (UISZ), an International Baccalaureate World School offering an exceptional education to day and boarding students from Kindergarten to Year 12. UISZ provides world recognised academic programmes with a caring and friendly approach. UISZ welcomes boys and girls from countries around the world, preparing them to be leaders of our global community.

UISZ was opened in 2003, our facilities include all weather tennis and football fields, basketball and volleyball courts, Theatre studio, VR and media suite and a four storey Boarding School with a capacity of four hundred. Day and boarding students live in harmony with nature in a unique learning environment. UISZ is located two hours from Hong Kong and one and a half hours from Guangzhou, in Southern China.

UISZ strives for academic excellence and the development of the intellectual, artistic, creative, physical and emotional dimensions of each individual student through:

- ✓ engaging every student as an individual and unique learner
- ✓ the progressive use of information and communication technology
- ✓ international mindedness and inter-cultural understanding
- ✓ celebration of artistic performance and engagement in physical pursuits and competitions
- ✓ respect for and understanding of the environment

The International Baccalaureate Diploma (IBDP), the Baccalaureate Primary Years Programme (PYP) and the Middle Years Programme (MYP) provide a framework that supports and enhances student learning and development. Our well-qualified and experienced teachers are recruited from countries all around the world. They bring to the School a global perspective that enhances student learning in a rapidly changing world.

UISZ has been accredited through the Council of International Schools (CIS), NCCT and the Western Academy of Schools and Colleges (WASC) which provides worldwide recognition. UISZ offers a vertical house structure bringing together students of all ages, taking part in artistic, sporting, social and community activities.

UISZ is dedicated to offering our students a first class international education with an emphasis on academic achievement, intercultural understanding and respect for all.

Welcome to UISZ and have a great 2018-2019 academic year!



**Nicholas Evans**  
**Head of School**

# IB Mission Statement

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The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## IB Learner Profile

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The best guide to behaviour in our school is the IB Learner Profile. We would like to see all students use it as their foundation stone and to check it frequently as a measure of their attitudes and behaviour. The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a more peaceful world. IB learners strive to be:

### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **Open-Minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **Courageous**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **Balanced**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

### **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



Utahloy International School Zengcheng

### **Our Community**

The UISZ community consists currently of over 20 different nationalities. In a world where national borders are disappearing, the mix of nationalities and backgrounds offers a welcome breadth of cultural experiences. This enables students to develop an understanding and appreciation of the cultural diversity that surrounds them and to have respect for the values of other cultures, races, religions and ways of life. Indeed, this presents a perfect match with the aims and framework of the IBO.

The school's professional teaching staff members have a variety of educational backgrounds and international experience. The diversity of students and teachers encourages the multicultural atmosphere within the School. The low student to teacher ratio creates an academically focused environment parallel with a family atmosphere, and a friendly, caring school community where students, parents and teachers are encouraged to share their views and ideas.



Whole School Photo



## Our Aim

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We aim to develop students with lively, inquiring minds and the ability to question, think rationally and analytically, to be creative and to have the motivation to achieve goals.

## Our Values

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The major features of our mission statement are: the emphasis we place on teaching and learning; the promotion of intercultural understanding; and the notion of enrichment, both of students' lives and, through contribution and service, the lives of others. The UISZ Values are a more specific embodiment of our mission statement and are based on the IB Learner Profile, which is a requirement for all IB programmes in IB World Schools. We have added to and refined the IB Learner Profile to match our own unique philosophy.

### Academic

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**We provide a school known for excellence with high academic achievement. We develop knowledgeable and effective communicators, thinkers and inquirers with a lifelong love of learning. The aims are achieved through the following objectives:**

- ✓ maintaining a challenging and balanced international curriculum
- ✓ providing students with clear criteria for all assignments and assessments
- ✓ ensuring monitoring, recording and analysis of assessment tasks
- ✓ teaching to encourage active learning, open enquiry, critical and creative thinking, expression, reflection, independence of thought and decision making
- ✓ ensuring a continuum is maintained through IB PYP, MYP and DP
- ✓ offering a rich co-curricular programme
- ✓ providing for gifted and talented students and students with special learning needs to be supported in concrete and effective ways
- ✓ recruiting, retaining and developing excellent international teachers
- ✓ providing opportunities for students to develop skills and perform to a high level
- ✓ providing resources to meet the needs of all students and teachers
- ✓ integrating technology to enhance learning experiences

## Social & Emotional

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We actively promote the development of each student's knowledge, understanding and skills in key social and emotional aspects of learning. We create a supportive environment to help students be reflective and caring in their actions, healthy and happy in life, principled, and open-minded in spirit. Resilience, motivation and self-worth are promoted. The aims are achieved through the following objectives:

- ✓ living and modelling the IB Learner Profile within our school learning community
- ✓ providing a safe and healthy environment, offering pastoral care and services to support the well-being of all
- ✓ providing opportunities for students to reflect on themselves as individuals, particularly on their strengths as learners and how they learn most effectively
- ✓ providing opportunities for students to be successful and to be recognised for both effort and achievement in all they do
- ✓ maintaining a school spirit characterised by open, positive and respectful relationships and a sense of belonging

## Learning Environment

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We continuously upgrade our facilities and resources to provide an effective learning environment. We are authorised and accredited by respected international agencies. Clearly articulated administration and management systems support the learning environment. The aims are achieved through the following objectives:

- ✓ maintaining efficient and effective organisational structures and systems, including admissions, provision for special educational needs, and staff and student welfare
- ✓ incorporating a continuous cycle of self-review and strategic planning
- ✓ ensuring information is updated frequently and all communication is open and effective
- ✓ supporting an active Parent Association (UPAZC) that helps to welcome new families, organise social events and support school initiatives
- ✓ developing and maintaining facilities for students, staff and families to enjoy

## Global Citizenship

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**We foster a sense of global interdependence and responsibility. We offer an international curriculum that is global in scope and outcomes. We prepare students and staff to become active members of their communities in the future.**

**The aims are achieved through the following objectives:**

- ✓ advancing a curriculum with content that is overtly global across all areas of learning
- ✓ providing opportunities for the development and sustenance of strong relationships with the host country and international communities
- ✓ developing and maintaining mother tongue languages
- ✓ providing opportunities for every student to learn the host country language
- ✓ promoting multilingualism and multicultural literacy
- ✓ giving opportunities for students, staff and families to make a positive difference in the lives of others through the concepts of active empathy and service
- ✓ promoting an attitude of responsibility for the guardianship of the planet
- ✓ promoting an understanding of what it means to be a global citizen and a positive agent of change
- ✓ developing and maintaining an alumni association to keep past parents, students and staff in contact

**UISZ has identified five foundations for learning, which serve to guide all that we do:**

### Developing Thinkers

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- ✓ Students develop their natural curiosity.
- ✓ Students acquire the skills necessary to conduct inquiry and research and show independence in learning.
- ✓ Students exercise initiative in applying thinking skills critically and creatively, to recognise and approach complex problems and make reasoned, ethical decisions.
- ✓ Students give thoughtful consideration to their own learning and experience.
- ✓ Students are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### Developing Communicators

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- ✓ Students understand and express ideas and information confidently and creatively.
- ✓ Students express these ideas in more than one language.
- ✓ Students express these ideas in a variety of modes of communication.

- ✓ Students are numerate and literate.
- ✓ Students are ICT literate.
- ✓ Students are Arts literate.

## Developing a Social Responsibility

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- ✓ Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
- ✓ Students show empathy, compassion and respect towards the needs and feelings of others.
- ✓ Students engage in community service projects, both locally and globally.
- ✓ Students value the diversity of our world and act for a more inclusive society.

## Personal Development

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- ✓ Students work effectively and willingly in collaboration with others.
- ✓ Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
- ✓ Students take responsibility for their own actions and the consequences that follow.
- ✓ Students are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- ✓ Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
- ✓ Students defend their own beliefs articulately and with commitment.
- ✓ Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- ✓ Students understand the ways in which heredity, culture, community and personal choice shape identity and relationships and, as a consequence, build and maintain resilient and productive relationships.
- ✓ Students understand the interdependence of the physical, mental, emotional, social and spiritual dimensions of well-being, and make wise choices and contribute positively to the overall well-being of self and others.
- ✓ Students create personal goals and communicate them with passion and clarity.

## Creating Global Citizens

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- ✓ Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- ✓ Students have a personal commitment to service.

- ✓ Students demonstrate an understanding of the environmental principles and ethical issues involved in creating and working towards sustainable futures. In this manner, they act to make a positive difference to the lives of others and to the environment.
- ✓ Students develop an understanding of the world in which we live and an understanding of the interdependence of individuals, cultures and societies.
- ✓ Students show a respect for religious and moral values and develop an appreciation of other cultures, races and ways of life, through diverse cultural experiences.



UEF Family Day

## The UISZ Values

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- Make an explicit link between the mission statement and what we do in practice.
- Clarify the attitudes and attributes we think are important in order to develop global citizens and achieve excellence.
- Link the teaching programmes to the mission statement.
- Guide our assessment and reporting policy.

# School Leadership

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## Utahloy Education Foundation (UEF)

### Vision

UEF's vision is to offer the best international education in South China and enable students to thrive and create a better tomorrow within a harmonious community.

### Mission

UEF's mission is to inspire and nurture confident, creative, technologically innovative, caring, environmentally responsible and global minded students. UEF is committed to an inclusive, student-centered, all-round, international education, incorporating Western and Eastern values, provided in a beautiful environment, with highly qualified teachers.

### UEF Governance Overview

UEF firmly believes that good governance helps to achieve its mission. By defining an enabling management framework which ensures cohesive policies, consistent administrative arrangements, guidance, processes and powers of decision for a given area of responsibility, UEF is equipped not only to meet the requirements of the law and regulations but also the published standards and community expectations of accountability and openness.

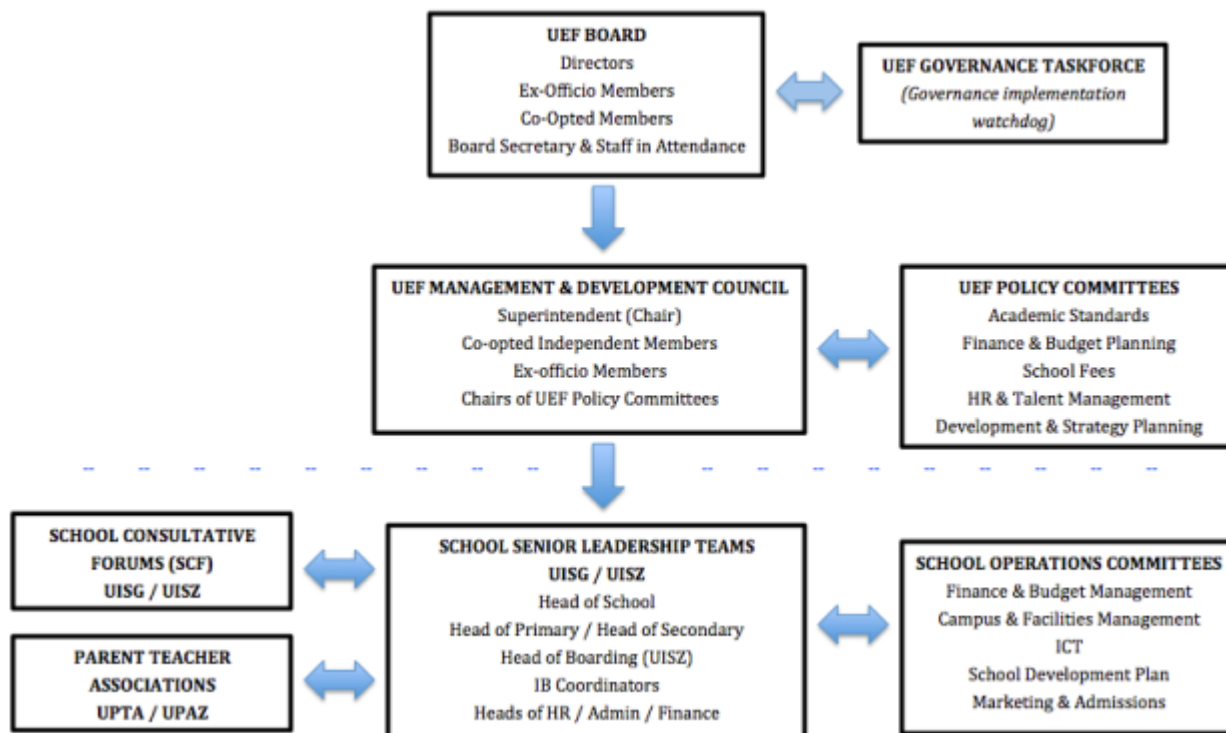
With good governance, UEF can achieve an overall outstanding performance through:

- Focusing on the organisation's purpose and outcomes
- Performing effectively with clearly defined functions and roles
- Taking informed, transparent decisions and managing risks
- Demonstrating and promoting examples of core values
- Developing the capacity and capability for continuous improvement
- Engaging stakeholders and making consultation, collaboration and accountability real

### UEF Governance Structure

UEF has a balanced governance structure that enables a variety of stakeholders to participate in the decision-making process effectively.

The following diagram depicts UEF's governance organisation structure



## UEF Management and Development Council (MDC)

The mission of the UEF Management and Development Council (MDC) is to help the schools meet their mission statements and provide the best possible education for the students, and to ensure the overall alignment and smooth running of the schools as delegated by the UEF Board.

The main responsibility of the MDC is to determine the aims and overall conduct of the schools and to monitor and evaluate their effectiveness, asking challenging questions and pressing for improvement, while promoting the interests of the school and its students.

The MDC ensures that School Policies and Procedures Handbooks are properly maintained, with a sustainable framework in place to review existing policies and procedures and identify new needs. Policies are written, reviewed and amended in a timely manner and are consistent with accreditation requirements. The MDC reviews the alignment of policies before their submission to the UEF Board for approval.

The MDC works with the Heads of School to set up strategic direction for the school, within the framework set by the UEF Board. The MDC evaluates the implementation of policies and ensures that school-wide practices are consistently and coherently administered to the highest standards, align with UEF policies, address accreditation needs, and operate according to the approved budget and within a sustainable business model. The MDC may be consulted by the Heads of School in the formulation, implementation and clarification of school policies and procedures, budgets and expenditures.

The MDC has the power to establish Committees and Working Groups to assist the MDC's work and to focus specifically on one area of the MDC's responsibilities.

The UEF Policy Committees may include but not be limited to:

- Academic Standards Committee
- School Fee Committee
- Finance & Budget Planning Committee
- HR & Talent Management Committee
- Development & Strategy Planning Committee
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**Membership:**

- Superintendent
- Co-opted independent members
- Ex-officio members
- Chair of the UEF Policy Committees.

Meets on a monthly basis.

## **Senior Leadership Team (SLT) Whole School**

The Senior Leadership Team (SLT) is the executive body of the school.

The role of the Senior Leadership Team (SLT) is to coordinate the smooth running of the Secondary, Primary and Boarding Schools and other Education Programmes, and to implement, in consultation with staff, policies governing the operations of the school.

The SLT is also responsible for ensuring effective communication between parents and staff, and maintaining procedures for the recruitment, retention, management, development and support of all employees.

The Senior Leadership Team (SLT) is accountable to the UEF Management and Development Council (MDC) and also to the students, teachers, staff and parents for the way it carries its functions.

The SLT shall seek to develop effective working relationships between the Head of School, the teaching and non-teaching staff, the UEF management, other schools and the wider community.

The Head of School, as SLT Chair, has a vital role in ensuring that the SLT members share with the rest of the school staff and parents the UEF's vision and strategic direction and that these are at the forefront of all they undertake. Apart from knowledge of the school and how it works, the SLT Chair must be familiar with the relevant policies and procedures of the UEF.

The duties of the SLT Chair include:

- Establishing the agenda for the SLT meetings in consultation with the Heads of sections
- Ensuring that SLT members are undertaking their functions, and decisions taken by the SLT are actioned
- Implementing processes for resolving complaints and ensuring that a self-evaluation of the SLT is conducted annually
- Being the spokesperson for the SLT and attending the UEF Management and Development Council and the UEF Board

The SLT Chair is a key resource and leader in encouraging and supporting the SLT in:



- Focusing on the best interests of all students
- Becoming well informed about educational initiatives and developments
- Actively seeking and representing the views of the school community
- Informing the school community and involving the SLT in discussions and deliberations about key issues

The SLT is rested with the responsibility to establish School Operation and Procedure Committees and working groups to assist the SLT's work on specific areas of the school operations, including but not limited to:

- Boarding Operations
- Wellbeing
- ICT
- Campus and Facilities Management
- School Development Plan
- Marketing & Admissions
- Residence
- Health and Safety
- School Functions and Events

The work completed by the School Operation and Procedure Committees and working groups are submitted to the SLT for consideration and further action, including submission to the UEF Management and Development Council for further review, feedback and approval for policy matters.

The SLT is also responsible to facilitate and monitor staff meetings by specific areas or sections of the schools, including but not limited to:

- Primary, Secondary and Boarding Schools
- China New Horizon and other school programmes
- Finance, Operations and Administration

### **Membership**

The School Leadership Team is composed of the Head of School, Head of Secondary, Head of Primary, Head of Boarding, Athletics Director, Senior Head of House, PYP, MYP and DP Coordinators and Student Welfare Coordinator.

Where necessary, the SLT will co-opt other staff members.

### **Report and Recording**

The IB Coordinators, Boarding School, Head of House and Welfare Co-ordinator will report to the SLT.

The Minutes are published to the staff after they have been approved during the week following the meeting. Any major issues identified in the minutes will be deferred to the next meeting before approval of minutes.

## **School Consultative Forum (SCF)**

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The School Consultative Forum's (SCF) function is to promote internal information-sharing, consultation, discussion and consideration of matters of relevance to the school and to offer advice and submit feedback to the UEF Management and Development Council (MDC).

The SCF takes as its reference point the school's vision, mission and aims and seeks to support and promote the school's development in achieving its goals.

It is a forum for discussion of issues as seen from the various viewpoints of its members, who collectively seek to give reasoned and constructive feedback to the UEF MDC and UEF Board.

The UEF Management and Development Council will consider the views of the SCF in formulating policy on the conduct of the UEF and its schools and, in particular, in reviewing the schools' development planning; and will submit recommendations to the UEF Board for consideration and approval.

### **Membership**

The SCF comprises representatives from the school's stakeholders: parents, teachers, students, School Management and the UEF.

The SCF of a school will comprise the following members:

- Head of School, Chair of the SCF, appointed by the UEF Board
- Three Parent Representatives, the Chair, Secretary and Treasurer of the Parent Teacher Association (PTA), elected by the parents
- Two Teacher Representatives, one each from Primary and Secondary School, elected by the teaching staff
- Two Student Representative selected by the students
- Two School Administration Staff Representatives, including the Head of Admin, appointed by the Head of School
- Two UEF Representatives, appointed by the UEF Management and Development Council
- One UEMO Representative, appointed by the UEF Board

The term of office of a member of the SCF shall be one year. A member is eligible for reappointment or re-election at the expiry of his term as a member.

The Chair of the SCF, in consultation with the UEF Management and Development Council, may invite other persons to attend meetings of the SCF in order to broaden the range of experience or expertise, or as observers.

If a member of the SCF is absent from 2 consecutive meetings, and the Chair receives no satisfactory explanation for the absence, or if a member ceases to be eligible for election or appointment as a member, the Chair may declare the member's position to be vacant and co-opt a person to fill the vacancy pending the holding of an election or appointment to replace the absent member.

Any member of the SCF may resign his membership by giving notice in writing to the SCF.

### **Operation**

#### **Meetings**

The SCF shall meet at least three times during each academic year. The meeting shall take place on the school campus or any other location approved by the Chair of the SCF.

If any five members of a SCF request the Chair of the SCF in writing to convene a meeting, the Chair shall call a meeting of the SCF to be held on a date within 14 working days of his receipt of the request.

The chair of the SCF may at any time call a meeting of the SCF by giving to the members not less than 14 working days' notice in writing and the nature of the business to be transacted at the meeting.

Within one month after the start of a new academic year, the Chair of each SCF shall publish the dates for meetings of the SCF for the year.

### **Agenda**

The SCF will receive reports from the Head of School and the Representatives of the Teachers, Admin Staff, Students and Parents. As equal time as possible should be given to each report with allowance for questions and suggestions.

Time shall also be allocated for matters raised by UEF Representatives.

### **Reports and Recording**

Reports do not need to be circulated in advance. It is recommended that all reports be projected in PowerPoint or PDF format, during the meeting to limit the use of paper and hard copies.

It is not necessary or good practice for the reports to be read through at the meeting; time should rather be given to emphasise key points of each slide or page and encourage discussion on specific issues raised by the reporter.

The Minutes of the meetings shall be taken by a staff from the Administration department of the school and submitted to the Chair of the SCF for review and editing. The Minutes are then distributed to the SCF members two weeks prior to the next SCF meeting and reviewed and approved as an agenda item.

A formal record (final version of minutes of meeting) shall be kept of the proceedings of every meeting of a SCF, and a copy of that record shall be provided to the UEF Board and the UEF Management and Development Council within two weeks after the meeting.

When applicable, the reports from the Head of School and the stakeholders' representatives may include the following headings:

- Student enrolment numbers
- Students activities
- School and community activities
- Suggestions for improvements of campus and facilities
- Suggestions for new policies

Effective School Consultative Forum emphasises the importance of mutual sharing of information, knowledge and ideas. SCF members should be able to express opinions and perspectives, pose challenging questions, clarify viewpoints, share experiences and exchange information in order to understand the context of the school and enable a shared vision to be achieved. Effective SCF also values and acknowledges the need for positive working relationships and partnerships within the school community, in particular between

the Head of School, the teaching and non-teaching staff, the students, the parents, the community and the UEF



# **Secondary Parent & Student Handbook 2018/2019**



## **UISZ SECONDARY SCHOOL INFORMATION**

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The following provides parents and students with information about school operational procedures in alphabetical order.

# A

## Absenteeism

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When it is necessary for a student to be absent from school for either all or part of a school day, parents are required to ring the school or supply a letter or email to the school, stating the reason for absence. The letter should be clearly marked with:

- i) the student's name
- ii) the student's year and House
- iii) the date(s) of absence
- iv) the reason for absence

All letters must be signed by a parent/guardian.

Alternatively, Absence Approvals may now be requested online through your child's ManageBac profile.

The letter or email should be presented to the Head of House on the first day after an absence. Where possible, if it is necessary for students to be absent for a prearranged appointment, the School should be notified in advance. It is hoped that these types of absences will be kept to a minimum. If an absence to be prolonged due to a serious illness, or leave, then a phone call to the Head of Secondary's PA is requested as soon as possible. It is each student's responsibility to ensure that class work or homework/assignments missed through absenteeism are still attempted.

## Accidents

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It is the policy of UISZ to maintain a safe place for students, staff and visitors and to have immediate first aid available in the event of an accident. We take the prevention of accidents seriously and will do all that can be done to prevent all accidents. The school has an established Health and Safety Committee that meet once a month and regularly make risk assessments of school operations and facilities.

In the event of any accident, the following will occur;

1. The nurse must immediately attend the accident scene and render assistance.

2. The nurse should make a decision as to the next step.
3. Parents/caregivers should be contacted as soon as possible. All parents'/caregivers' contact points are listed with reception, classroom teacher, Heads of Primary/Secondary and the nurse. (Reception should maintain up-to-date, accurate emergency telephone contacts for students).
4. In all accidents, an incident form will be filled in by the attendant Nurse.
5. The nurse will give a copy of the incident form to the student who has the responsibility of handing the document to his/her parents/caregivers. The nurse will also maintain a copy in the student files in the clinic, and send a copy to the student's Head of House to keep in the student's record file.
6. Accidents will be monitored on a monthly basis through a meeting between the Heads of Primary/Secondary and the nurse, and reviewed by the Health and Safety Committee.

## Academic Honesty

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***At Utahloy International School Zengcheng we place an extremely high importance on honesty and this extends to all assessment tasks, class work, homework, summative assessments, and examinations. The School treats academic dishonesty very seriously.***

### **MYP Year 7-10**

**When completing assessments, homework, class work, summative assessments and examinations, the academically honest MYP student does:**

- ✓ Acknowledge help from parents and friends
- ✓ Acknowledge the source of direct quotations
- ✓ Acknowledge information taken from: books, CD-ROMS, Internet and other sources
- ✓ Know what cheating is and abides by the School's rules concerning cheating
- ✓ Ask what kind of external help is permissible
- ✓ By the end of Year 10 UISZ students will the MLA guide.

**The academically honest MYP student **does not**:**

- Use notes during a summative assessment unless allowed by a teacher
- Copy work from another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her work to copy
- Submit work done by another student, a parent, a friend or a private tutor

**Teachers in all subjects will show you:**

1. what constitutes cheating
2. paraphrasing and adaptation of source material



- ways to acknowledge source material

## **IBDP Year 11-12**

**When completing assessments, homework, class work and examinations, the academically honest Year 11 & 12 student does:**

- ✓ Document source material appropriately
- ✓ Understand the concept of plagiarism
- ✓ Understand the consequences of cheating in school-based work and external assessments and examinations
- ✓ Acknowledge the appropriate help provided by another person

**The academically honest Year 11 & 12 student does not:**

- ✗ Copy the internal assessment work of others
- ✗ Give another student his/her work to copy
- ✗ Use notes during a test/examination unless allowed by the teacher or permitted by the examination rules
- ✗ Present material written by another person as his/her own work
- ✗ Purchase and submit pieces of work written by someone else
- ✗ Write essays for other students

**Teachers in all subjects will show you:**

- ✓ the rules for acknowledging source material based on standard practice
- ✓ research writing techniques
- ✓ data gathering techniques
- ✓ the planning preparation and execution of research writing assignments

## **Plagiarism**

- ✓ Students are respected for their individuality and giftedness. Therefore they have no need to substitute the achievements of others as their own to be recognised as valued contributors to our community.
- ✓ Students must learn to document and acknowledge sources of their research correctly. They must process their sources and integrate them appropriately into knowledge meaningful to themselves. This rules out, then, a simple cut-and-paste approach to using the information and ideas of others.
- ✓ Students detected plagiarising will receive a zero mark for that assessment task and they will not be permitted to redo the task. Please refer to the 'Discipline' section for further details on consequences and actions taken for students found plagiarising and/or cheating.
- ✓ IB Diploma students who submit plagiarised work to the IB will not receive their diploma.
- ✓ The School now subscribes to [www.turnitin.com](http://www.turnitin.com) and will scan student work for plagiarism against all material on the internet, other student work (including that of students at other schools and universities) and a large volume of published material that has been converted to an electronic format to allow cross checking

# Action for Service (MYP)

Action for Service is a core element of the Middle Years Programme. It is not only essential to successfully complete the MYP, but also prepares the IB learner for the challenging Diploma Programme.

## Service in the Classroom

Within the Action for Service Programme teachers ‘engage students in applying subject matter to developing plans and partnerships to meet real identified needs using a service learning model. Experiencing a service learning approach within an academic class becomes a critical and essential process for students. Having this experience, particularly when the service learning process is made explicit, provides a reliable model for students to use as a means and method for taking more independent initiative with an idea for service.’

(Pre-Publication 2014 From principles into Practice)

## Curriculum Related Service



The MYP service programme requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community.

The students participation in this service programme is measured on qualitative expectations which are need to be fulfilled in order for an MYP

student to successfully transition into the Diploma Programme. The qualitative expectations (see “2.2. Expectations/Standards”) were determined by considering the service learning outcomes listed below (Pre-Publication 2014 From principles into Practice).

With appropriate guidance and support, MYP students should:

- ✓ become more aware of their own strengths and areas for growth
- ✓ undertake challenges that develop new skills
- ✓ discuss, evaluate and plan student-initiated activities
- ✓ persevere in action
- ✓ work collaboratively with others

- ✓ develop international-mindedness through global engagement, multilingualism and intercultural understanding
- ✓ consider the ethical implications of their actions

### Cross-curricular Service

Cross-Curricular Service goes along side the Subject-specific Service to help make the service learning process explicit and 'provide a reliable model for students to use as a means and method for taking more independent initiative with an idea for service' (Pre-Publication 2014 From principles into Practice) within the Subject Specific Service. Service learning in CCS is provided by:



- ✓ CCS activities during orientation week.
- ✓ CCS activities within timetable.
- ✓ Service during Weeks Without Walls.
- ✓ Extracurricular activities.

### Requirements

1. During the **timetabled CCS activities** students are expected to complete **one service activity per semester** that clearly reflects the 5 steps of Service (Investigating, Planning, Taking Action, Reflecting and Demonstrating).
2. Any Service activity or fundraiser that MYP students undertake **inside or outside school** needs to be **planned and reflected on in ManageBac**. This includes service activities completed within the International Award.
3. For **extracurricular service**, Years 7- 10 students are required to initiate and/or participate in at least **1 service activity/project per semester**.

## Alcohol, Tobacco and Drug Use Guidelines

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UISZ provides alcohol, tobacco and drug awareness programmes through Science, P.E., and counselling programmes for students throughout the year. It is encouraged that students and parents work proactively with the School, and that students contact the counsellor if they are concerned about drugs.

## DRUGS & ALCOHOL

Possession or use of illegal drugs (controlled substances) at school is strictly forbidden. Any student who is found in possession of illegal drugs, caught engaging in the use of illegal drugs, or discovered to be under the influence of illegal drugs will be expelled. This rule applies to the times when students are at school, on the school bus, or at any school-sponsored activity outside school.

### **Consequences of activities relating to tobacco and alcohol include the following actions:**

- ✓ confiscation of material/s
- ✓ family contacted
- ✓ counselling
- ✓ blue, yellow or red report, depending on the severity and/or repeated offence
- ✓ internal or external suspension
- ✓ referral to Head of School
- ✓ serious offences, expulsion (See the 'Discipline' section of the handbook for more details)

The School takes breaches in this area very seriously and seeks the assistance of parents to help educate their son/daughter on the dangers of such activities and the importance the School places on keeping the campus a drug free zone.

## Annual Awards & Certificates

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UISZ recognises academic achievement, academic effort, and the qualities outlined in the IB Learner Profile through the presentation of awards and certificates. Awards and certificates are presented to students on the last day of the academic year during a final assembly. Parents are encouraged to attend this important recognition of achievement.

The Secondary School recognises the achievement and effort of its students through the following Whole School Awards and Year Level Awards & Certificates.

## Appeals

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Any appeal must be made in writing to the Head of School within seven days of the date of the decision of the Disciplinary Committee.

On receipt of an appeal, the Head of School will forward it to the chairperson of the MDC. The MDC, either at a meeting or in circulation, will determine whether to consider the appeal itself or to nominate a Special Committee to consider the appeal.

The MDC or Special Committee will meet to consider the appeal within ten days of the date of the appeal and will provide its decision on the appeal in writing; that decision is final.

## Awards

### Secondary School

The Secondary School recognises the achievement and effort of its students through the following awards

<b>CAS Award</b>	The Creativity, Action and Service Award is presented to a Year 11 student who has embraced all aspects of the CAS Programme through enthusiasm, ingenuity, organisation and leadership.
<b>Service Award</b>	The Service Award is presented to a Year 7-10 student who has demonstrated commitment and leadership in community service through active participation, empathy and a willingness to give their time to help other people.
<b>Senior Head of House Award</b>	The Senior Head of House Award is presented to a student who has been a positive contributor to the Vertical House System through participation, empathy and respect.
<b>Head of House Awards</b>	The Head of House Award is presented to a student from each of the four Houses who has been a consistent, positive contributor to their House through participation, conscientiousness, enthusiasm and leadership.
<b>Sporting Achievement Award</b>	The Sporting Achievement Award is presented to a student who has demonstrated a commitment to the school through sport. The recipient has consistently participated in the Sports Programme and lifted the profile of the School as an exemplary role model during inter-school competitions.

### Secondary Year Level Awards

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Academic Achievement Award	Academic Achievement Award	Academic Achievement Award	Academic Achievement Award	Academic Achievement Award
Academic Effort Award	Academic Effort Award	Academic Effort Award	Academic Effort Award	Academic Effort Award
Learner Profile Award	Learner Profile Award	Learner Profile Award	Learner Profile Award	Learner Profile Award
Maths Certificate	Maths Certificate	Maths Certificate	Maths Certificate	Maths Certificate
English Certificate	English Certificate	English Certificate	English Certificate	Language Acquisition Certificate
Science Certificate	Science Certificate	Science Certificate	Science Certificate	Sciences Certificate

Individuals & Societies Certificate	Individuals & Societies Certificate	Individuals & Societies Certificate	Individuals & Societies Certificate	Individuals & Societies Certificate
Language Certificate	Language Certificate	Language Certificate	Language Certificate	Language & Literature Certificate
Performing Arts Certificate	Performing Arts Certificate	Performing Arts Certificate	Performing Arts Certificate	The Arts Certificate
Visual Arts Certificate	Visual Arts Certificate	Visual Arts Certificate	Visual Arts Certificate	Theory of Knowledge Certificate
Design Certificate	Design Certificate	Design Certificate	Design Certificate	
PE Certificate	PE Certificate	PE Certificate	PE Certificate	

**Academic Achievement Award:** The Academic Achievement Award is presented to students who consistently achieve outstanding results across all subject disciplines throughout the year.

**Academic Effort Award:** The Academic Effort Award is presented to the students who have demonstrated a consistent effort across subject disciplines throughout the year.

**Learner Profile Award:** The Learner Profile Award is presented to students who contribute to the greater life of the school and demonstrate qualities enshrined by the Learner profile.

**Subject Certificates:** Subject Certificates are awarded to students who have consistently achieved high results, improvement or effort in a specific subject.

*Note: The set of awards to be presented from June 2017 will be reviewed early in the 2017-2018 year. Therefore this list of awards may vary slightly.*

## Whole School Awards

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<b>Head of Primary, Secondary, Boarding Award</b>	These awards are presented to students who have demonstrated a commitment and willingness to participate in the greater life of the school community. They have shown a desire to improve, embraced the IB Learner Profile and been an exemplary role model for all members of the community.
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## Honour Board

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School Captains in the Secondary School are added to the School Honour Board; a prestigious and permanent board.

## Annual Camps: Week Without Walls

The Secondary annual camps are an important part of the overall school curriculum. The Secondary School camps will take place in September / October. Years 7-10 will go on trips to learn outdoor education skills in some of China's most beautiful places. The benefits of outdoor education trips include:

- ✓ opportunities for real-life learning within natural environments
- ✓ participation in group challenges and problem solving activities encourages active citizenship
- ✓ problem-based learning fosters opportunities, within a range of outdoor learning environments, for learners to critically evaluate how their actions influence themselves, other group members and the environment
- ✓ provides opportunities for learners to explore lifestyle alternatives, including their involvement in outdoor and environment-related pursuits
- ✓ self-direction and self regulation, including negotiation, allows the opportunity to learn through experience
- ✓ inclusion in a group working in unfamiliar circumstances promotes strategies to adapt to change and uncertainties
- ✓ appreciation of China's diversity, cultural knowledge and respect for the environment
- ✓ encourages the development of respect for our host community
- ✓ accepting and meeting sustained physical, social and emotional challenges encourages learners to extend themselves beyond their comfort zone
- ✓ experiences in outdoor environments provide opportunities for learners to question their personal lifestyle choices and their commitment to environmental sustainability



**Year 11** students participate in the Week Without Walls Program in the annual Service Camp. Students will work on projects organized by China New Horizons (CNH) improving the housing for people with severe disabilities who have fallen into poverty regionally in China. The itineraries for these trips are intensive and require strenuous labour, cultural education, and a strong group effort.

**Year 12** students attend a camp focused on leadership, DP 'core' aspects of TOK and CAS as well as hands-on life-skills experience. This trip is designed to include outdoor experiences, opportunities for teamwork, and the development of other leadership skills.



## Assemblies

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Assemblies are an important facet of school life at UISZ. There will be a monthly school assembly where student achievement is recognised and celebrated, with awards that include the IB Learner Profile of the month awards, Merit awards, Most-Improved award. Every Secondary assembly is lead by one of the four school Houses through presentations inspired by the IB Learner Profile of the month. Smaller year level, IB programme, or House specific assemblies may also occur on a regular basis when required.

The purpose of assemblies is to:

- ✓ recognise, celebrate and reward positive behaviour, academic effort and achievement
- ✓ provide an opportunity for groups of students to perform for their peers something related to their studies or in relation to the IB Learner Profile theme



- ✓ to communicate important information to the school community
- ✓ to reinforce the school's expectations
- ✓ to share creative work achieved in and out of classes including musical recitals and performances
- ✓ to invite guest speakers to share their ideas with the school community



## Assessment Practices

### Recording – How do we collect and analyse data?

Assessment strategies and tools form the basis of a comprehensive approach to assessment. A **variety** of assessment strategies will be used to provide a range of approaches to give a balanced view of the student.

Assessment **strategies** include, but are not limited to:

- ✓ Observations
- ✓ Process focused assessment tasks
- ✓ Selected responses
- ✓ Open ended tasks
- ✓ Performance Assessment tasks
- ✓ Subject Result Analysis

The following are some of the assessment **tools** that are used to record assessment information

- ✓ Rubrics

- ✓ Checklists
- ✓ Benchmarks / exemplars
- ✓ Anecdotal Notes
- ✓ Student Portfolios

## Scheduled Assessments

Year	Assessment	Time	How we communicate assessment to students and parents
7-12	Classroom Assessments	Throughout the year	Teachers have students write the assessment in their diary and post it on ManageBac
11-12	Diploma Internal Assessments	Throughout the year	A schedule is given to students and posted on ManageBac
7-11	Summative Assessments	Summative Assessment Week is during 3 days near the end of each semester	School Calendar ManageBac
10 & 12	Mock Examinations	Mock examinations are between January and February	School Calendar ManageBac
10 & 12	Final IB MYP e-Assessment /Diploma Examinations	May	School Calendar ManageBac

## Inclusive Assessment Arrangements

In line with the SEN policy at UISZ all students with diagnosed learning difficulties will be allowed certain concessions when being assessed. These arrangements are organised on a case-by-case basis and can only be given if the student has an Individual Education Plan (IEP).

The IEP may involve:

- ✓ In-class support
- ✓ Scribe or Reader (In Exams)
- ✓ In-house and external exam dispensations for students
- ✓ In-house assignment modifications made for students
- ✓ Accommodations as stipulated by the IBO

Difficulties with learning can arise at any time as a result of new curriculum demands, changed rates of learning, absence from school, settling into a new educational environment or as the result of a specific learning or language difficulty. Difficulties can also arise from issues affecting the student in the world away from school. If you think your child may be experiencing difficulties then you must contact the school.

## English Placement Test (see language policy)

In the MYP and DP, UISZC uses the Oxford Online Placement Test (which is based on the Common European Framework of Reference) to determine the students' level of proficiency in English. In the PYP the placement test is the Oxford Young Learners Online Placement Test.

Placement, resignation and transition are at the sole discretion of the ESOL Department staff.



The following table illustrates how the scores on the placement test indicate the ESOL services a student receives:

Placement Level	Classes	Hours per Week
A1 – B1	English B (ph.1-2) English Skills SEI Science SEI Humanities	4 hours 4 hours 4 hours 4 hours
B2	English B (ph.3-4) English Skills	4 hours 4hours
C1	No ESOL services	
C2	No ESOL services	

## Examinations and E-Coursework

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To ensure that our curriculum meets the highest standards, UISZ externally assesses students' progress throughout the three IB programmes. This is done through the Australian Council for Educational Research (ACER) and the International Baccalaureate Organisation (IBO).

## **ISA**

Primary students (Yr. 3-6) and Year 8 students are offered the International School Assessments (ISA). The ISA assessment programme is designed especially for students in international schools. It is based on the internationally endorsed reading, mathematical literacy and scientific literacy frameworks of the OECD's Programme for International Student Assessment (PISA).

**Note:** the ISA is not part of the PISA programme, and it is not endorsed in any way by the OECD.

## **MYP eAssessment**

MYP eAssessment provides external evaluation for students in MYP year 5 (15–16 years old) that leads to the internationally recognized IB MYP certificate.

MYP eAssessment represents a balanced, appropriately challenging model that comprises examinations and coursework.

On-screen examinations in sciences, humanities, IDU, Language A, and an ePortfolio for courses in English language acquisition. Students will also submit an ePortfolio of coursework for physical and health education. All other subjects will submit portfolios to the IBO to ensure the quality of our internally-designed assessment tasks

These assessments focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the MYP.

## **DP Exams and E-coursework**

The Diploma Programme has internally and externally assessed components for each subject, these individual components are completed throughout Year 12 and submitted to the IBO in April of the academic year on the E-coursework system.

In addition to these internally and externally assessed components, the Diploma Programme provides externally assessed final examinations. These exams are administered at the school during May of the academic year.

The information below outlines the procedures for the submission of Internal assessment (IA) and External Assessments (EA). These External Assessments do not include Final Exams. These procedures are for Year 12 IB Diploma Programme students and Utahloy Diploma Programme students. Draft dates and final submission dates for each IA and EA are assigned at the beginning of the year, given to students, and displayed in the IB study room.

## **Draft Submissions and Deadlines**

Draft dates for each IA and EA are assigned at the beginning of the year. If the draft is handed in on time, the student is awarded a merit point. If the draft is not handed in by the due date the teacher will notify the DP coordinator, and the student will automatically receive a 48-hour extension to hand in as agreed upon on the candidate consent form. The

DP Coordinator will send a parent communication at this point notifying them that the student has not met the deadline. If the draft is not handed in within 48 hours, the teacher will notify the DP Coordinator, and the following procedure will take place.

- a. The DP Coordinator will send a letter of concern to the parents within 24 hours. There will be a request for a meeting with the parents.
- b. The student will receive a monitor point given by the teacher.
- c. The student will be assigned homework club by the DP Coordinator until the work is submitted.
- d. The student will stay from 3:35-5:00 after school until the work is submitted. For day students, a request will be sent home for flexi-boarding during this time. If the student chooses not to flexi-board, he or she must provide his or her own transport. The DP Coordinator or another designated member of staff will supervise the student.
- e. If the student boards at the school, the student will attend student support services in the boarding house until the work is submitted.

\*If the student does not submit a DRAFT of the assessment prior to the end of the 48-hour extension of the final submission deadline, all feedback will be waived by the student, and the latest submission will be used as the final submission.

#### **Final Submissions & Deadlines**

Final submission dates for each IA and EA are assigned at the beginning of the year. If the final submission is handed in on or before the due date, the student will receive a merit point from the teacher.

If the final submission is not handed in by the due date the teacher will notify the DP coordinator, and the student will automatically receive a 48-hour extension to hand in the final submission, as agreed upon on the candidate consent form. The DP Coordinator will send a parent communication at this point notifying them that the student has not met the published deadline. The latest submission will then be used as the final submission.

#### **Non-Submission of Work**

In the case of non-submission of work by the due date for final submission, there is a danger that the work may be reported as “non-submission of work” to the IB, in which case the student will be in danger of not being able to sit the final exams as well as failing the course and the IB Diploma Programme.

#### **Disclaimer**

The DP Coordinator may, if deemed necessary, modify the deadlines for teachers and/ or students if he or she deems that there are adverse circumstances, which impact the submission of the work.

#### **Teacher Responsibilities for Submission of E-coursework**

- For teaching the student about how to complete the E-coursework assessments (Both Internal and External Assessments) and ensuring they have the tools necessary to submit the DRAFT assignment on or before the assigned due date.
- For following the Utahloy International School Zengcheng Diploma Programme Submissions Procedure for Internal and External Assessments, communicating the procedure with students, and enforcing the procedure in collaboration with the Diploma Programme Coordinator.
- To request the DP coordinator to create the conditions necessary for the students to complete the E-coursework on or before the due date if necessary.
- For providing merit points to students who hand in the DRAFT and final submission on time.
- For providing monitor points to students who do not meet the deadlines for DRAFTs and final submissions.
- To immediately report to the DP Coordinator if students are late in submitting a DRAFT or final submission.
- For providing written feedback to the student within 6 working days of submission of the DRAFT, and documenting that feedback following the specific guidelines set out in the relevant subject guide.
- For providing detailed comments based on each criteria, graded final submissions, and for submitting them along with all necessary documents, forms, pictures, and other required materials to the DP coordinator.

#### **Disclaimer**

The DP Coordinator may, if deemed necessary, modify the deadlines for teachers and/ or students if he or she deems that there are adverse circumstances, which impact the submission of the work.

## **Reporting – How do we provide effective feedback on student progress?**

### **To Students**

#### **Portfolios**

Students keep a portfolio in each subject. Portfolios contain all summative assessment tasks and a selection of formative assessments. A summary sheet is also included for students to track their academic performance.

#### **ManageBac**

All students have access to ManageBac where they have access to assignments, deadlines, grades and reports.

### **To Parents**

#### **Written reports**

A formal written report is provided at the end of each quarter. This report is electronically generated but each student is provided with a signed, stamped hard copy for future reference. The report covers all aspects of student development – knowledge, skills, attitudes and reflects on action taken throughout the semester. Interim reports, generated at the end of quarter one and quarter 3, contain a summary of MYP grades based on the summative assessment criteria. End of semester reports include the same grades and, additionally, a brief comment on the student's performance during the term.

### **Parent-Teacher conferences (Student-led conferences)**

Early in the first semester, students, parents, teachers and Heads of House meet to establish individual student learning goals for the year. In the second semester parent and teacher interviews reflect on goals set and provide accurate feedback on student progress.

### **ManageBac**

All parents have access to ManageBac where they have access to their children's assignments, deadlines, grades and reports.

### **How final Achievement Grades Are Determined**

To determine the final grades for the IB Programmes, teachers will apply the final criterion levels against IB **grade boundaries**.

The example shows how MYP assessment works in Language B (Language Acquisition) - DP grades are determined in the same way:

There are four criteria that are used to assess student work in Language B and each has been assigned a quantitative value:

A	Oral Communication	8
B	Visual Interpretation	8
C	Reading Comprehension	8
D	Writing	8

This means that the highest possible score for a student in English B is **32** points.

A student who scores 4 in Criterion A, 4 in Criterion B, 4 in Criterion C, and 4 in Criterion D will get a total score of **16** points.

The next step is to use the MYP Grade Boundaries for Language B to convert this mark to an IB 1 to 7 – the scale used by the IB MYP and DP. Each subject has its unique grade boundaries.

The following are the current grade boundaries for Language B:

<b>MYP Achievement Levels</b>	<b>IB Grade</b>
0-3	1

4-7	2
8-12	3
<b>13-17</b>	<b>4</b>
18-22	5
23-27	6
28-32	7

Using these Boundaries it is possible to determine that the student's final grade will be a **4**

# B

## Bikes (Scooters, Skateboards)

In order to ensure the safety of our school community, all bikes/skateboards/scooters on campus are expected to adhere to the following guidelines:

- Students undertake to use their bike/scooter/skateboard responsibly at all times
- Students will keep their bicycle locked when not using it. (In the instance of scooter or skateboard, keep it locked away when not in use)
- Students will not lend their bicycle/scooter/skateboard to anybody
- Students will wear a helmet/protective gear when riding their bicycle/scooter/skateboard
- Students will not use their bicycle/scooter/skateboard in tandem with anybody else
- Students will always seek permission to use their bicycle/scooter/skateboard and when they do so, say where I am going
- Students will not use their bicycle/scooter/skateboard unless they have permission from a member of staff
- Students cannot use their bicycle/scooter/skateboard at the school without the written permission of their parents
- Students will only use their bicycle/scooter/skateboard in those areas and at those times allocated for usage.



If students fail to keep to these conditions set out above, it could result in students forfeiting the use of their bicycle/scooter/skateboard. Parents and students will be asked to sign a declaration at the beginning of the academic year.

## Behaviour Management

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The purpose of the UISZ behaviour management policy is to help children learn appropriate behaviour. We believe that appropriate behaviour needs to be taught, modelled, monitored, and re-taught. This is a continuous learning process that children develop and refine over a lifetime. If responsibility and participation are prerequisites to high self-esteem and self-discipline, students need to feel that they are trusted to assume responsibilities, and given opportunities to make critical decisions. It is important to remember that students have the right to be in school, however, with that right comes the responsibility to respect the rights of others and to become actively and productively involved in their own academic learning.

To encourage this, the students need a safe place where they can be themselves, learn to know themselves and take important steps towards developing positive behaviours. School is a place where there is a joint effort to learn, to relate, and to grow. Our goal is to encourage children to realise that by being given responsibility, they will learn to make appropriate decisions.

### The Utahloy Way

The Utahloy Way is a code of conduct that has been developed to help maintain a safe and secure learning environment for all students and staff.

Utahloy International School Zengcheng is a friendly, helpful and caring school, and doing things the Utahloy Way will help us to keep it that way. Students and Staff at Utahloy use courtesy, consideration and common sense to guide them.

We seek to eliminate inappropriate behaviours by recognising the needs of both students and staff in a way that emphasises courtesy and common sense.

#### **RIGHTS**

All students and staff have a

#### **RIGHT:**

- ✓ to learn and teach without being interrupted
- ✓ to be treated courteously and respectfully
- ✓ to work in a safe and secure environment
- ✓ to feel proud of personal and school achievements

#### **RESPONSIBILITIES**

All students and staff have a

### **RESPONSIBILITY:**

- ✓ not to interrupt the learning of others
- ✓ to treat others courteously and respectfully
- ✓ not to endanger or bully others
- ✓ to act in ways that build respect for self and community
- ✓ to take responsibility for their own learning, development and safety

## **Monitor Points**

Monitor Points are categorised into four areas: Behaviour; Organisation; Attitude and Dress Code.

**Behaviour** points may include: inappropriate language, negative attitude towards peers/staff, not following instructions, disrupting class time, etc.

**Organisation** points may include: lack of equipment, failure to complete homework on time, failure to fully complete diary, etc.

**Attitude** points may include: lateness to class, lack of effort, reluctance to participate, etc.

**Dress Code** points are for failure to dress according to the uniform/dress code regulations.

### **How do 'Monitor Points' work?**

If a student is late, misses a homework deadline, is dressed inappropriately etc. the teacher will record this as one of the four areas. This is recorded so that HOH's and HT's can see clearly if a pattern emerges which will help with supporting the student in setting appropriate targets for improvement. When a student receives two or more points during a month, the HOH may decide to put the student on report as a preventative measure to avoid receiving a detention for further points. In this case, parents will be notified by the HOH.

If a student gets more than 4 points in one area (e.g. four points for organisation) in a month, they will be placed in a lunchtime detention. The 'month' will be counted from the first date student receives a monitor point.

If a student has **three detentions in one term** they will be **required to attend a Saturday Detention**. Saturday Detention takes place from **9:00 AM until 12:00 PM** at school. Parents are required to arrange transport in order to bring students to the main office at school, and then pick them up at the end of the detention.

### **What happens at a Detention?**

Detentions will take place once a week and last for fifty minutes. They will take place during lunch time. The student will write an essay reflecting honestly on why it is they have been given the detention. They should include how their actions have impacted them (their school work, reputation, self respect) and others around them; what they can do to improve; and why it is important to be on time, be organised and respectful. Students should refer to the IB Learner Profile and 'The Utahloy Way' in their reflections. Parents will be notified via electronic letter if their child receives a detention. If a student is repeatedly in detention, parents will be required to come into school for a meeting. Students who receive 3 detentions in 1 semester for the

same category will be required to attend a Saturday Detention with the Head of Secondary School, and parents will be expected to arrange necessary transport to and from this detention.

### **Student Referrals**

Subject teachers will send student referrals detailing any major achievements or serious concerns/incidents, cases of bullying, unusual changes in behaviour/character, etc. The student referral will be given to the student's HOH, the SHOH, the School Counsellor and HOB (when applicable).

This referral system is in place so that staff can support the student in the best way possible. It may be that they need to see the nurse or the counsellor, and/or be put on report or put in detention for reflection on their actions (for negative behaviour only).

### **Report card system**

There is a report card system for the HOH and parents/boarding staff to monitor a student in all their lessons. Students will have a report card for a number of reasons. It may be that the HOH is concerned about a student and wants to monitor them more closely; it could be used as a way to observe students who are possibly coming off the concerns list; or simply a student feels they need to put themselves on to help focus in lessons. It is the HOH's decision who would benefit from being on report.

### **How does the report card system work?**

The report cards are colour coded depending on who students are reporting to. Students will set specific targets with the member of staff they are reporting to. The student will hand in their report card to every teacher at the beginning of each lesson and the teacher will write a short comment on how they did, based on the set targets with a signature. At the end of each day, parents/boarding staff should read the card and sign. It is important for students to be accountable to another adult and have someone to support them in meeting their targets. For a student to 'pass' their report card, they must receive at least 25 positive comments out of 30 for the week. If a student forgets to get the report card signed, this will count as a negative comment. Students are not allowed to go back to a teacher after the lesson is over to get their report signed. This is to support students in taking more responsibility.

## **Categories of Report Cards**

**WHITE report card:** If the student is on report for monitoring only (e.g. not for negative behaviour), this report card **does not** need to be signed by parents/boarding staff.

**1st report card BLUE:** Students report to their **HOH**. Parents are notified by a letter home. This report card must be signed daily by parents/Boarding Supervisor.

**2<sup>nd</sup> report card YELLOW:** If the blue report card has not been successful, or for continual and/or serious offences or concerns in behaviour. Students report to the **SHOH**.

Parents are notified by a letter home. Students will be put in detention. This report card must be signed daily by parents/Deputy Head of Boarding.

**3<sup>rd</sup> report card RED:** If yellow report card has not been successful, or for major behaviour incidents. Students report to **Head of Secondary School** and will have an appointment with the Head of School. Parents are requested to attend school for this meeting. This report card must be signed daily by parents/Head of Boarding.

### **Electronic Devices**

If a student is found using electronic devices (personal laptops/mp3/mobile phones etc.) inappropriately and/or without permission from their teacher, the teacher has the right to remove it from the student. The teacher will hand in the item/s to the HOSS. The HOSS will decide on the appropriate course of action. The item/s will be returned to the student by the end of the day. It is the student's responsibility to collect their items at the end of the day.

If it has been deemed necessary by the Head of School, for serious cases involving electronic devices such as mobile phones or personal laptops, such as bullying and harassment, sending offensive or inappropriate material or messages or cheating, the School reserves the right to search a device. The device will be taken from the student and parents will be notified of the procedure.

### **Examples of Consequences for Breaches of School Rules**

School rules can be breached within the School (classrooms, corridors, play grounds, sport's fields, etc.) or during external activities such as field trips, excursions and residential camps. The following section gives categories of breaches of school rules.

#### **This is not an exhaustive list:**

List (a) states examples of breaches of school rules that would result in a BLUE report (see above); list (b) states examples that would result in a YELLOW report and in more serious cases suspension; list (c) would result in a RED report and in most cases suspension or expulsion.

Please note that the consequences will increase with repeated offences. For example, if found breaking a rule (a), the first time will result in a BLUE report, second time will result in a YELLOW report and a one day internal suspension, third time will result in a RED report and one day external suspension.

a) General behaviour and application issues, for example, a persistent insufficiency of work; a negative attitude towards studies; repeated refusal to return homework on time; lack of respect for other students, teachers, administrative staff or visitors.

b) Repeated offences of list (a): any form of cheating or plagiarism, especially during assessments; when computers and electronic media devices are used contrary to the values of the school and broader community, such as using technology without permission from the teacher in class, smoking, saving or distributing of inappropriate material from Internet sites; gross lack of respect for others.

c) Any case of negative conduct such as gross and continued misbehaviour of the above examples; consuming alcohol or taking illicit substances; report of a student being under the influence of alcohol or drugs; possession of a weapon or object considered dangerous; tampering with fire protection or safety materials; fighting; theft; bullying; sabotage of data-processing programmes.

### **Student Improvement Contract**

In a case where a student has been through the discipline system for a prolonged period of time, received corrective support measures and advice but *still* maintains a level of conduct that is deemed unsatisfactory according to UISZ expectations, students may be placed on an individual target-oriented Student Improvement Contract.

The decision for this serious measure will be made by the Head of Secondary, based on sufficient evidence gathered from the Discipline System process. A meeting with parents will be called by the Head of Secondary. This contract must be signed in person by the student, his/her parent(s) and Head of Secondary. Meetings of this nature are composed of the Head of Secondary, Senior Head of House, School Counsellor, one or more representatives of the parents of the student, as well as the student.

Student Improvement Contracts will have a specified timeframe included and targets can be reviewed weekly by the student and the Head of Secondary.

In the case where a student fails to meet contract targets within the specified timeframe, the case will be passed to the Head of School who may convene the Disciplinary Committee.

### **Disciplinary Board**

The Disciplinary Board of the School will be consulted on request of the Head of the School. Without prejudice to other sanctions, he may be able to give up to three days of suspension in order to give time for the committee to convene.

This Board is composed of one or more members of the Head of Primary, Head of Secondary, Head of House, Senior Head of House, School Counsellor, the Head of the School or his representative or a member of management, members of faculty as well as one or more representatives of the parents of the student.

The parent / guardian of the student concerned will be convened by email, letter or telephone at least 2 days before the meeting of the Disciplinary Board. The notification will put forward the objections against the student, the means at the

disposal of the student to present his or her defence and his or her right to consult his or her file.

The parent / guardian of the student in question will be able to be heard upon the request of the Head of School and the Disciplinary Board. On the day of the meeting, the student will be invited to provide all the explanations which he or she will judge useful in clarifying the debate.

On the basis of these explanations, those of the Parent/Guardian or a representative, the Disciplinary Board will impose the sanction it considers justified.

The Disciplinary Board's decision will, on the same day, be notified to the student and to his or her parent / guardian, and confirmed by letter and email, also specifying that it could be the subject of recourse. The student and, if necessary, his or her guardian, will have a 7 day deadline as from the notification to appeal. Any sanction will be notified in the student's file and will be erased at the end of two years, except in the case of expulsion. The sanction will be kept on file by the Student Counsellor.

### **Anti-Bullying Policy**

Utahloy International School Zengcheng expects that all members of the school community, Board members, employees, parents and students, will contribute to an atmosphere in the School that is characterised by the values of respect, tolerance and fairness.

All members of the community have the right to expect that the School is free of bullying and harassment. The School does not tolerate any form of harassment or bullying as it violates all of the principles of UISZ and 'The Utahloy Way'.

### **What is Bullying?**

Bullying is a widespread and serious problem that can happen anywhere. It is not a "phase" students go through; it is not "just messing around"; and it is not something that someone grows out of. Bullying can cause serious and lasting harm.

Although definitions of bullying vary, most agree that bullying involves:

- ✓ **Imbalance of Power:** People who bully use their power to control or harm and the people being bullied may have a hard time defending themselves.
- ✓ **Intent to Cause Harm:** Actions done by accident are not bullying; the person bullying has a goal to cause harm.
- ✓ **Repetition:** Incidents of bullying happen to the same person over and over by the same person or group.

### **Types of Bullying:**

Bullying can take many forms. An act of bullying may fit into more than one of the groups listed below. Examples include:

- ✓ **Verbal:** name-calling, teasing

- ✓ **Social:** spreading rumours, leaving people out on purpose, breaking up friendships
- ✓ **Physical:** hitting, punching, shoving, etc.
- ✓ **Sexual harassment:** verbal intimidation, touching someone or engaging in sexual acts
- ✓ **Cyberbullying:** using the Internet, mobile phones or other digital technologies to harm, humiliate, or gossip about others.

Bullying by students will be dealt with according to the School's disciplinary procedures. Students affected by the bullying incident will take part in restorative practices. Any student who persistently bullies will be subject to suspension and possible expulsion from the School.

### ***What should you do if you are bullied?***

Bullying is completely unacceptable at UISZ and in the broader community. If you are experiencing any kind of bullying or you know of anyone who is experiencing bullying you should seek help from the School Counsellor. You can also speak to any member of the teaching staff you feel comfortable with. Our staff will ensure your safety and the wellbeing of school members. Do not be afraid; seek help.

## **Buses**

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UISZ provides a bus service to and from school. Buses arrive at school before 8:30am each day and depart at 3:40pm each afternoon. The bus service is coordinated through the administration office. All school buses are supervised by adult bus supervisors who are in mobile phone contact with both the School and parents at all times.

As a general rule the school expects students in Primary School to be dropped off at the bus pick up location and collected at the end of the school day by an adult (guardian). If a child is in years 3, 4, 5 or 6, parents may wish to have another arrangement. The school must have written permission from parents who wish to have their child dropped off and picked up without a guardian present

The following rules and expectations for acceptable behaviour of students from Utahloy International School Zengcheng who are using the school bus service, are to be followed:

1. All students are to stay seated while on the bus and to be wearing a correctly fitted seatbelt at all times.
2. All students are to promptly follow all directions given by the bus supervisor.
3. If students eat or drink while on the bus, they are to place their rubbish in the containers provided or remove the rubbish when they leave the bus.
4. All students are to treat everyone and everything on the bus with respect.

Where feasible, all UISZ buses are supervised. Student safety is an imperative. All buses must run on time and we respectfully ask for your assistance to ensure that our bus system does in fact, run safely, efficiently and effectively.

We ask that you discuss the above rules and expectations with your child and in particular that you emphasise safety and appropriate behaviour. Please also note the following important points:

- ✓ All students must be at the collection point on time to ensure the bus driver is able to keep to the pre-arranged schedule. Bus supervisors have been instructed to wait no more than three minutes after the scheduled time before asking the driver to continue.
- ✓ Please do not telephone the bus supervisor and ask them to wait longer than the allowed three minutes as we require all buses to be at school in time for the start of lessons.
- ✓ In situations where students do not follow the direction of the bus supervisor or the rules/expectations indicated above, we will require your assistance in ensuring your child modifies their inappropriate behaviour.

Bus Supervisors will maintain a Bus Behaviour Log which will record any student misbehaviour. This information will be passed on to senior administration within the School and serious and/or continued misbehaviour will result in the School contacting you and may result, in very serious cases, in suspension from the bus, as outlined in the Behaviour Contract.

If you wish to change the transport arrangements for your child, we ask parents to contact the bus controller, Ms Vicky Fu ([vickyf@uiszc.org](mailto:vickyf@uiszc.org)), at least 24 hours in advance so that she can inform the appropriate staff.

We require all students and parents to complete a Behaviour Contract which can be found as an appendix to this manual.

## **Bring Your Own Device (BYOD) Policy**

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### **UISZ Bring Your Own Device (BYOD) Policy**

Utahloy International School Zengcheng (UISZ) operates a BYOD policy in which the students are expected to bring their own electronic device as part of their daily school equipment. UISZ firmly believes that technology should be integrated with teaching and learning throughout all subjects and learning environments. Today's students are already technology leaders. Technology that is used in daily lives can enhance the classroom learning experience and research tells us that there is increased engagement which leads to improved student success.

The goal of the BYOD program is to expand opportunities for 21st Century learning. However, students must use personally owned devices at school responsibly. It is imperative



that students use their devices with respect for others and their property, and follow the Policies of the school.

Student devices can be used for a range of educational purposes, including: helping with self-management; completing classwork; accessing educational resources online; recording photographs, videos, and audio files and research based activities.

We believe that Tablet computers offer many educational opportunities to our students, while also being affordable, versatile, easy to maintain, lightweight and robust. We also understand that our older students will, at times, be required to complete work that is not convenient or possible on Tablet devices, and in this situation, a laptop computer is required. We provide parents with recommended tablet and laptop models for their children to use at school, however, parents are at liberty to make their own choice of Tablet and / or Laptop.

Hardware requirements for classes:

- Primary Years 3&4 are **permitted** to bring tablet computers or laptops for use in the classroom.
- Primary Year 5&6 are **required** to bring a tablet computer (iPad or Android) to school. The screen size must be 7 inches or larger.
- Secondary Year 7&8 are **required** to bring a tablet computer (iPad or Android) to school. The screen size must be 7 inches or larger.
- Secondary Years 9 – 12 are **required** to bring a laptop computer to school, but may choose to bring a tablet (iPad or Android) computer in addition.

Notes:

1. In order to use a device at UISZ, parents and students must have agreed to and signed a copy of the UISZ User agreement.
2. All devices and their use are governed by our ICT policy and User agreement, which must be signed by all students and parents prior to their admission to the school.
3. Students should always use the school's wireless network, not personal data plans, to access the web.
4. Wireless internet signal strength may vary depending on the location in the school and the number of devices simultaneously connecting to the network.
5. Students should bring devices fully charged to school. Access to electrical outlets for charging may be available but should not be expected.
6. The school will not bear financial responsibility for lost or stolen devices. The school will educate students in safe storage and security of their device. Lost or stolen devices will be dealt with according to normal practices for lost /stolen items.
7. The school does not bear any responsibility for any physical damage or data loss, including damage/data loss resulting from connecting devices to the school's wireless network or power outlets.
8. School staff, including Technology staff, are not responsible for the maintenance of

- BYOD devices and will not configure, troubleshoot, or repair student devices.
9. School officials may read, examine, or inspect the contents of any personal device upon reasonable suspicion that the contents or recent utilisation of the device contains evidence of a violation of these or other rules and policies, as well as any local laws.

# C

## Caring and Supportive Family Environment

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The School staff are committed to providing a welcoming environment where every child feels valued and supported. A range of pastoral care programmes provide support for our student community. All members of the Utahloy community are expected to positively contribute to the learning environment by respecting, caring and supporting each other and the physical environment.

This also extends to respect and courtesy for all teaching, support and administration staff, who are all members of the Utahloy community. We believe it is essential that all staff, parents and students model respectful and caring behaviour and attitudes.

## Class Sizes

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UISZ believes that class sizes influence the quality of teaching and learning; thus a maximum class size is set in all cases. Class sizes in the secondary will not be allowed to exceed twenty-four, except in exceptional circumstances approved by the Head of School.

## Co-Curricular Activities (CCAs)

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Co-Curricular Activities occur on twice per week during the final period of a school day. CCAs are arranged on a 6-week rotation and encompass a wide range of activities that include, but are not limited to, sports teams, creative clubs, service activities, and many just-for-fun activities. Students choose a different CCA for each of the two days depending on the range available for each rotation. All students are expected to participate in our CCA programme.

## College Counselling

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College counselling at UISZ is a supportive service offered to all students in the UISZ Secondary School. The College Counselling Programme supports the mission and philosophy of UISZ.

The college counsellor strives to give accurate information to help students make informed university choices. The counsellor can provide information about college search tools, careers, scholarships, recommendation letters, admissions tests, and how to write university essays. Though the counsellor will inform students about resources to help with the university application process, it is ultimately the responsibility of students and their families to be informed, to make their own university choices, to know personal deadlines, and to complete applications on time. UISZ students have historically applied to universities all over the world, and thus, the planning and application process varies for each student.

General university information sessions are offered to Years 10-12. One-to-one meetings with the counsellor begin in Year 10, and these meetings continue through Years 11 and 12. Students and guardians are welcome to set a time to meet with the counsellor if more time and information is needed. During the school year, students will have the opportunity to meet with representatives from various international universities. Students are encouraged to attend these sessions to ask questions and learn more about specific universities.

The university application process requires the student, the school, and the family to work together. The following are general expectations and responsibilities:

*Students and parents/guardians should:*

- Research universities and choose which ones to apply to
- Discuss together university options and financial arrangements for university study
- Know the deadlines for their university applications
- Prepare for and take university admissions tests
- Pay for university application fees, and fees for sending application documents
- Ensure that the required documents are sent to universities on time
- Send final IB scores, and other admissions testing scores to universities

- Give teachers adequate time to write recommendation letters
- Ask the college counsellor if unsure of any part of the application process

*UISZ should:*

- Provide opportunities for students to meet university representatives
- Provide information and guidance about college and career choices
- Provide information about admissions tests (SAT, TOEFL, IELTS)
- Offer and provide one to one meetings with the college counsellor
- Provide predicted IB scores as requested for university applications
- Provide official transcripts as requested for university applications
- Provide up to 3 teacher or staff recommendation letters
- Keep student personal information confidential

## **Privacy Guidelines**

Sensitive personal information shared with the college counsellor is kept confidential. The school has the right to share with the community university acceptances, but will not include specific student information when doing so unless the student gives consent. Admissions test scores, university preferences, and university rejections will not be shared with others without a student's consent.

## **Procedure for Obtaining and Sending Official Documents**

UISZ can send transcripts, predicted IB scores, and teacher recommendation letters from the administration office by DHL service. Students should fill out a "UISZ Document Request Form" for each university they choose to send documents to, specifying whether the documents needed are electronic or hard copy versions. This completed form should be given to the college counsellor. Payment for the postal service is done at the secondary reception desk, and is the responsibility of the student. Students should give the administration office at least 5 working days notice to send the documents by post.

## **IB Predicted Scores**

As stated by the IBO, a predicted grade is a teacher's prediction of the grade a candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards.

For early university deadlines (September, October), IB predicted grades are aggregated by the DP Coordinator using the end of year 11 marks. A more accurate prediction can be made after midterms in semester 1. Final official predicted grades are predicted using year 12 mock exams. The DP Coordinator should be given at least 5 working days notice to provide the predicted IB scores document. Generally, a Diploma student's predicted score is *only* communicated with the IBO & post-Secondary institutions.

## **Recommendation Letters**

Students may ask up to 3 UISZ teachers or staff for recommendation letters. When asking a teacher for a recommendation letter, the student should fill out the "UISZ

Teacher Recommendation Letter Request Form,” give a copy to the college counsellor, and then give the completed form to the teacher. The student should make clear what type of recommendation letter is required (confidential sealed letter, paper copy for future use, or online submission). Students should give teachers a month’s notice when requesting a recommendation letter. When asked, a teacher will inform the student of their availability and ability to write a recommendation for the student.

When universities require confidential recommendation letters, the letter will be given to the student in a sealed envelope, or sent directly to the university online. Students should not expect to see recommendation letters. UISZ will notify universities of any unethical practice, including altering or opening sealed letters.

### **Professionalism and Honesty**

Students are expected to write their own college essays, and complete their own applications accurately and honestly. Any dishonest reporting of grades, awards, or other information is in violation of the school mission and policy. Students who engage in unethical or dishonest practice are subject to school discipline for academic dishonesty. UISZ will report to universities any unethical or dishonest practice.

## **Communication**

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Regular communication between the School and the home occurs in a variety of ways:

1. In the early autumn, a welcome event is held to introduce parents to the Faculty and the curriculum
2. Two days are scheduled during the academic year for Parent-Teacher Conferences. At these times, parents may meet with individual teachers to discuss their children’s progress. Other conferences may be scheduled throughout the year, as necessary
3. a weekly summary reviewing classroom and whole school events
4. notification of special events by WeChat and email
5. a monthly calendar listing upcoming events
6. a newly designed website with up to date information
7. student communication books
8. online updates of school events
9. Annual Yearbook
10. Parents are able to view their child’s ManageBac subject screens. This allows ‘real time’ access to teacher and student communications as well as the academic progress of their child(ren).
11. Detailed written reports are sent home at the end of each semester.
12. Parents are encouraged to communicate with the UISZ faculty if they have any concern about their child(ren). Communication via school email addresses is encouraged between teachers and parents. Alternatively, a simple phone call to the School office will help you set up an in-person appointment.

13. Parents who have met with a teacher but are still dissatisfied should then meet with, in Secondary, the Head of House, Senior Head of House or Head of Secondary School, and, in the Primary, with the Head of Primary. If the problems still cannot be solved, parents should meet with the Head of School.
14. Parents who have complaints on any other matters regarding the School in general, should discuss the concern with the appropriate Head of Section. If still not satisfied, parents should arrange a meeting with the Head of School

### **Parents contacting school**

Calls should be made to our staff only during Business Hours, from 8:00AM until 5:00PM Monday to Friday, except on Public Holidays. Messages can be left on answering machines in both the School Administration Office +86 2082913201 as well as the Boarding School Office on +86 2082909222.

In the case of an emergency or an urgent matter regarding your child in the Boarding School (either 5 day, 7 day or flexi-boarder), you may contact a hotline mobile number: (+85)18028088725 or – (+85) 18028088720. The staff member will be able to speak both English and Chinese. Please be aware that this is for **emergency** only.

It is important to follow the guidelines and please do not phone staff on their private mobile numbers or outside of business hours. You are also welcome to email your question to [uiszc@uiszc.org](mailto:uiszc@uiszc.org). This email address is checked every work day and your email will be answered quickly.

## **COUNSELLING**

### **School Counsellor**

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Adolescence can be stressful and overwhelming at times. Young people may have worries or problems that are difficult for them to sort through on their own. Heads of House (HOH) and House Tutors (HT) act as mentors for their students. Students can discuss problems with their HOH or HT during House time or privately during break or lunch. In addition to the care provided by HOH's, HT's and teachers, a School Counsellor is available during school time to help students address concerns that may be affecting their behaviour and schoolwork. A School Counsellor is someone who understands the issues young people face, with growing up and developing as a person, making choices, improving relationships, and coping with transition and changes. Students know they can trust the counsellor to work collaboratively to find a way to aid in their personal growth. Some students worry that seeing the Counsellor means they cannot cope or that others will think they are in trouble. A School Counsellor is there to try to create a positive environment for everyone.

### **How can the School Counsellor help?**

Talking to a Counsellor can improve self-awareness, self-acceptance, and help students cope in school and life more effectively. If something is worrying a student, they can tell the Counsellor their thoughts and feelings. The Counsellor will listen and discuss possible solutions with them. The Counsellor may provide the students with information, but will avoid giving advice or trying to impose values on them. Students know that the Counsellor will not judge them and that all conversations are confidential, unless the Counsellor feels that the student is in danger of harming themselves or others. The Counsellor also liaises with Boarding School staff and other school staff if appropriate in order to help support the students in a caring educational community.

### **How does a student get to see a School Counsellor?**

As a normal part of international school support services, students may see the counsellor for counselling support, which is available throughout the school year on school days. The School Counsellor's office is located in the Secondary School. Students can visit the Counsellor individually or in small groups during break or lunch.

Referrals for counselling should be made through the House system. Students may be referred to the school counsellor by a parent/guardian, teacher, administrator, boarding staff, counsellor, or by the student themselves. When referred for counselling, the counsellor will then meet with the student on a casual basis to assess further need and options for support. When appropriate, the counsellor will inform the parents of regular meetings with a student. When informed of a plan for the counsellor to meet regularly with a student, a parent should sign a UISZ counselling informed consent form.

### **What issues can School Counsellors help with?**

**Personal/Social/Emotional issues:** family problems, stress, illness, loss or bereavement, difficulties with friendship, any kinds of harassment (including sexual harassment) or teasing/bullying, transition to a new school and other changes, anger or mood swings, drug use, eating problems, or problems with cultural values and expectations.

**Educational/Academic issues:** study skills, organization and scheduling, relationships with teachers and other students.

## **Creativity, Action, Service (Diploma CAS)**

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All Year 11 and 12 students at UISZ are required to participate in a balanced programme of CAS activities. CAS is an integral requirement for the core of the IB Diploma.

### AIMS OF THE CAS PROGRAMME:

- ✓ to provide each student with the opportunity to participate in a balanced programme of creativity, action and service activities
- ✓ to teach balance through extra-curricular activities and community service projects
- ✓ to challenge and extend the individual student by developing a spirit of discovery, self-reliance, responsibility, and community activism
- ✓ to encourage the development of new skills and interests

### DESCRIPTION OF THE CAS PROGRAMME

The CAS coordinator, with the active participation and assistance of administration and teachers, administers the CAS Programme.



Students should be involved in a variety of continuous CAS activities throughout Years 11 and 12 for 3 to 4 hours per week. The activities chosen by the students should ensure a balance between creativity, action, and service. Students are expected to actively engage in CAS through school-based activities, personal interests and hobbies, and in the local community.

All students must maintain an online CAS diary through ManageBac in which they record their CAS activities. The diary should accurately detail all supervisor contact information, specific goals, times and dates, and personal reflections. Of critical importance in CAS is personal reflection wherein students assess their personal growth and achievement. Student must include photograph and video evidence of participation in their CAS activities on ManageBac. Activity supervisors are required to evaluate a student's participation in an activity, based on the following criteria:

- ✓ the student's attendance and punctuality
- ✓ the student's commitment and effort
- ✓ evidence of initiative and creativity by the student
- ✓ the student's development during the course of the activity, especially concerning skills and confidence

In addition, towards the end of Year 12, students carry out a self-evaluation process culminating in a CAS interview describing how they have personally developed from engaging in the CAS Programme. This is extremely important, and IB Diploma



candidates will only be considered as having completed their CAS obligations when this self-evaluation process is completed.

**CAS is an IBDP requirement, and failure to complete it will result in a student not being awarded an IB Diploma by the IBO, irrespective of the total number of points they have earned in their academic subjects, through internal assessments and exams.**

# D

## Daily Lesson Schedule

Students are expected in school by 8:25am everyday. All students are required to be organised, ready for morning lessons and in their House groups by 8:30am. This is the time that school starts.

The school day is 8:30am – 3:35pm.

The Secondary School operates on a **10-day timetable** that is organised as **Week A & Week B** cycle. Students have **6 periods per day**, with Period 6 on Tuesday & Thursday being dedicated to our Co-Curricular Activities (CCA) programme.

Lessons are 55 minutes long, except on Tuesday and Thursday CCA days, when Period 1 & 2 are 50 minutes.

In addition, there is **Extended House Time** every Tuesday and Thursday, which offers valuable time for pastoral support of our students.

In the Secondary, Year 7-11 students also have 15 minutes of **House Reading Time** immediately after lunch every Monday, Wednesday & Friday. This is supervised by staff and offers students the opportunity to develop literacy skills and an enjoyment of reading during some quiet reading time.


**SECONDARY SCHOOL DAILY SCHEDULE**


	DAILY SCHEDULE	TUESDAY & THURSDAY
<b>HOUSE TIME</b>	8:30 – 8:40	8:30 – 9:05*
<b>Period 1</b>	8:40 – 9:35	9:05 – 9:55*
<b>Period 2</b>	9:35 – 10:30	9:55 – 10:45*
<b>BREAK</b>	10:30 – 10:50	10:45 – 11:05
<b>Period 3</b>	10:50 – 11:45	11:05 – 12:00
<b>Period 4</b>	11:45 – 12:40	12:00 – 12:55
<b>LUNCH</b>	12:40 – 1:30	12:55 – 1:45
<b>HOUSE / SILENT READING</b>	1:30 – 1:45	N/A
<b>Period 5</b>	1:45 – 2:40	1:45 – 2:40
<b>Period 6</b>	2:40 – 3:35	<u>CCA</u> 2:40 – 3:35

\*PLEASE NOTE: There is extended House time every Tuesday and Thursday (CCA days) which makes periods 1 & 2 on these days 50 minutes.

## Dress Code

### Uniform Policy

The UISZ uniform policy is set for K1 to Year 10. There is no set uniform for Year 11 and 12, but students are expected to dress in a respectful manner, being mindful of the School as a learning institution.

A student not wearing full and correct uniform must carry a note of exemption from the Head of Primary / Head of Secondary. Individual students are responsible for attaining this note **before** 8:25 am on a school day.

- ✓ Where set, the full and correct school uniform is to be worn in its entirety (not only parts) all day, to and from school.
- ✓ Uniform items must be purchased from the School Uniform Shop, and available in school through the Reception desk. A price list and order form is available there.
- ✓ It is advised that all uniform items are marked with student's name.

### **The official uniform for Year 7 – 10 is:**

#### **BOYS:**

- ✓ Grey school shorts or long grey trousers, and a white collared buttoned shirt (short sleeves for summer, long sleeves for winter) with the official school logo or a white polo shirt (short sleeves for summer, long sleeves for winter) with the official school logo can be worn daily. Students must own at least one white buttoned short with the official school logo to wear on formal occasions or when requested by the school, with a tie.
- ✓ Students will change into and out of PE uniform in the changing rooms provided at the swimming pool. Students should **not** wear PE uniform in any other class aside from PE. If PE kit is lost, it must be replaced as soon as possible.
- ✓ Black socks and shoes must be worn. Belts in black or grey colour can be worn
- ✓ Cold weather approved items: Grey school hoodie, black cardigan and black school winter jacket, all with the official school logo. Maroon hooded school sports sweatshirt may be worn. Only Maroon or grey scarves with school logo are permitted.

#### **GIRLS:**

- ✓ Grey school skirts or long grey trousers, and a white collared buttoned shirt (short sleeves for summer, long sleeves for winter) with the official school logo or a white polo shirt (short sleeves for summer, long sleeves for winter) with the official school logo can be worn daily. Students must own at least one white buttoned short with the official school logo to wear on formal occasions or when requested by the school, with a tie.
- ✓ Students will change into and out of PE uniform in the changing rooms provided at the swimming pool. Students should **not** wear PE uniform in any

other class aside from PE. If PE kit is lost, it must be replaced as soon as possible

- ✓ Black socks and shoes must be worn. Low heels are acceptable, so long as they do not pose a health and safety risk.
- ✓ Cold weather approved items: Full black leggings or full stockings, Grey school hoodie, black cardigan and black winter school jacket, all with the official school logo. Maroon hooded school sports sweatshirt may be worn. Only Maroon or grey scarves with school logo are permitted.

#### General Appearance

- ✓ Gloves are not permitted to be worn indoors.
- ✓ Only approved plain white undershirts are permitted as an undergarment.
- ✓ Hats and hoods are only permitted when outdoors.
- ✓ Students need to ensure their uniform is clean and neat, and hair is well-maintained and does not pose a health and safety issue. Watches and stud earrings are permitted, body piercings and tattoos are not permitted.
- ✓ PE: compulsory UISZ sports top and shorts must be purchased from the School Uniform Shop.
- ✓ Sandals, open-toed slip-ons or flip flops are **not** acceptable owing to health and safety issues.
- ✓ Standard dress code rules apply to stipulated non-uniform school days. Garments will be free of holes, tears, inappropriate wordings or slogans, logos, messages or advertising. No straps, skintight, transparent, short dresses, short shorts or short skirts, low cut, midriff, backless blouses will be allowed. Shorts or dress length must be maintained longer than the student's arm length.

# E



## Education Outside The Classroom

UISZ is committed to the many benefits that outdoor education brings the student and wider school community. China New Horizons is a programme within UISZ which provides well structured, exciting and educational experiences for students throughout the School. During the School year there will be a wide range of opportunities for students to venture off campus to further their education. Some of these activities involve students going on weeklong excursions, often to other countries.

Also, see **Week Without Walls** in this handbook for additional information.

## English for Speakers of Other Languages (ESOL)

### ESOL at UISZ (MYP)

At UISZ we believe that languages are developed in context; words do not make much sense if they are not attached to the reality they represent. We know that there is a difference between the social language we use with friends and family and the academic language proficiency with which we need to succeed at school.

This is why we have developed a comprehensive English for Speakers of Other Languages (ESOL) programme that emphasises the demands of a rigorous academic environment. An inclusive and balanced academic plan that takes into account the social needs of teenagers as well as the academic challenges they face everyday ensures that pupils can transition smoothly into the mainstream MYP/DP programmes.

Students are assessed either prior to or upon arrival at school and placement is determined according to these results.

## **Language Arts**

English Language Learners (ELL) benefit from an English class that focuses on the concepts and skills necessary to succeed in a mainstream English class. This is possible due to the use of adapted reading materials and the implementation of current methodologies.

ELLs get to read and analyze complete books, newspaper articles, and poetry, but these are adapted to meet their language proficiency level. This is to ensure that students have acquired the necessary Cognitive- Academic Language Proficiency (CALP) to make the transition into the mainstream MYP programme.

## **Language Development**

While the Language Arts classes and the Science and Humanities classes focus primarily on making academic content more accessible to English Language Learners (ELL), 7 hours a week of Language Development are geared towards the acquisition, improvement and development of Basic Interpersonal Communications Skills (BICS). These abilities will allow ELL's to interact more comfortably in English, ask and answer questions, deliver presentations, and feel more comfortable using the target language. A combination of grammar content, vocabulary, and cultural content embedded into contextualised units is the key to ensure high levels of success.

## **Science & Humanities**

Every week, students in the ESOL programme have 3 hours of Science and 3 hours of Humanities. These 2 classes are intended to develop their Cognitive- Academic Language Proficiency (CALP), and the methodology and materials used are especially designed and articulated to meet the needs of Beginner and Intermediate proficiency levels of English.

## **Other classes**

ELLs also attend Design, Drama, Mathematics, and other mainstream classes from the very beginning. All teachers at UISZ believe that they can facilitate the students'

acquisition of English in their classes by implementing inclusive models in their mainstream classrooms.

# F

## Flexible Boarding (Flexi)

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UISZ offers 'Flexi boarding' as an option to all students. Many day students take this option to attend one of our tutorials or participate in one of the many sporting or cultural opportunities that are offered in our school. Some students simply take advantage of flexi boarding while their families travel or are away on business. Stays vary between 1 day, 1 week, 1 month or more.

5 Day boarders also sometimes take the option to stay over the weekend, which is considered as 'Flexi Boarding'. Again, they choose to stay in the Boarding School for a variety of reasons but the most common reasons to stay are for completing homework assignments with their friends, participating in sporting events or simply, because their parents have travelled. Enquiries are welcome and may be directed to the Head of Boarding.

### Procedure if students wish to FlexiBoard

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If students wish to stay in the Boarding School due to a sports event, school camp, field trip or any other school related activity, the following expectations and procedures will apply:

- ✓ Existing boarding students will not be required to pay an additional flexi boarding charge however a flexi boarding form should normally be completed and handed in to the Boarding Assistant at least 48 hrs before the intended stay.
- ✓ Day students will be expected to pay the published standard flexi boarding charge to the accounts department and complete a flexi boarding form which should be normally completed and handed in to the Boarding Assistant at least 48 hrs before the intended stay.
- ✓ Where the school deems it compulsory for the student(s) to have an overnight stay in the Boarding School, the school will pay the flexi boarding costs. This, however, must have prior approval from the Head of School.

The flexi boarding fees are published on a yearly basis and are available from the boarding school.

For each stay, the appropriate documentation (Flexi Boarding Form, attached to this policy) must be completed and submitted to the Boarding Assistant **at least 48 hours** prior to the requested stay. Where multiple nights are requested only one form is required.

When students are staying for a school organised function **at the weekend**, such as a sports event, field trip, rehearsals etc, students are to hand their flexi boarding forms into the teacher in charge of the event who will then pass these onto the Boarding Assistant, **at least 48 hours** prior to the requested stay.

Please note – Weekend Flexi Boarding is normally **for Secondary Students only**.

Approval for students flexi-boarding is granted by the Head of Boarding (after seeking the appropriate advice) based on factors such as:

- ✓ the availability of resources,
- ✓ the motivation and behaviour of the student in school,
- ✓ the influence the student will have on other members of the Boarding School,
- ✓ whether the student has met the 48 hour application time frame.

Any deviation from this policy must be approved by the Head of School.

**Students will only be accepted into the Boarding School overnight after the completed documentation has been approved by the Head of Boarding and the necessary payment has been received by the Finance Department at school.**

All students staying in Dragon House as flexi boarders are expected to abide by the general rules, regulations and expectations of Dragon House and are subject to the same consequences as regular boarders should any breach occur.

## G

### **Graduating from UISZ & the Utahloy Diploma**

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The Utahloy Diploma Programme is an internally assessed High School Programme that is earned in addition to IB Diplomas and IB Certificates. The requirements for completion of the Utahloy Diploma are completion of a minimum of 4 IB Certificate courses to a satisfactory level (above a level 3). These courses typically include

Language A, English and Mathematics IB Certificate courses. All students are required to complete the Creativity, Action, and Service (CAS) component to receive the Utahloy Diploma. Students are also required to have a minimum attendance at school of 90% and be in good standing with the school.

Depending on the number of IB Certificates courses taken, the remaining portion of each student's timetable will be decided on a case by case basis. Utahloy Diploma students may gain access to additional English support courses, the Theory of Knowledge course, complete an extended essay, or complete other foundation courses. The foundation courses such as science, art, or humanities may be offered based on staff availability. These courses are targeted for students who cannot succeed in IB Diploma courses in these subjects.

In cases where students have individual education programmes (IEPs), the requirements for the Utahloy Diploma may be altered. The courses will be designed on a case by case basis and will be agreed to by the school and parents.

After meeting the requirements of the IB Diploma, students will be awarded a High School Diploma from the Utahloy Education Foundation at Utahloy International School Zengcheng's graduation ceremony. Final IB Diploma and Certificate scores will be available online from the IBO in July and IBO Diplomas and Certificates will be sent to the school in August.

## Grievance Procedures

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### Complaints regarding educational matters

Parents who have complaints on any matters regarding their child's education should follow these procedures:

1. Discuss the concern with the subject teacher.
2. If not satisfied, discuss the complaint with the appropriate IB Coordinator (MYP or Diploma).
3. If still not satisfied, arrange a meeting with the Head of Secondary School.
4. If still not satisfied, arrange a meeting with the Head of School.

### Other complaints

Parents who have complaints on any other matters regarding the School in general should follow these procedures:

1. Discuss the concern with the appropriate Head of Department.
2. If not satisfied, discuss the complaint with the Head of Secondary School.
3. If still not satisfied, arrange a meeting with the Head of School.



# H



## Health Services

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A clinic, staffed by two nurses, is located near the front office and provides services to all students. A log is kept of all treatments and the nurse notifies the Head of Secondary. The nurses are employed by Global Doctor Clinic and have access to immediate support from doctors at the clinic if necessary.

### **Illness:**

It is important that parents keep their children home if they are sick. UISZ maintains a 'fever free' environment and will send students home if they have a temperature over 37.5 degrees Celsius. By following this procedure we are able to maintain a healthy environment for all and minimise flu infections.

### **Injuries:**

The School Nurse will contact the Head of Secondary and parents in the event of an injury or illness. In the event of a serious injury or illness, the parents will be contacted so that we can transport the student to a hospital or medical clinic for further treatment. Usually the nurse will accompany the student to the facility and meet the parents there.

### **Medication at School:**

If you wish the school nurse to administer medication during school hours, send a note with the student's name, reason for giving the medicine, dosage, time and for how many days. All medicines must be in their original container and clearly labelled in English and/or Chinese. A few over the counter medications (e.g. Panadol) are available and can be given if parent permission is on file.

## Homework

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UISZ believes that homework is an integral part of school life and is valued as a personal study habit which is essential to student success. Homework provides students with opportunities to consolidate their classroom learning, and is purposeful and relevant to students' needs. Homework is an important facet of the IB ethos of working independently, taking control of one's own learning and meeting deadlines.

Homework aims to:

- Extend classroom learning and continuation of practical tasks;
- Build knowledge of skills;
- Prepare students for next lesson;
- Transfer knowledge;
- Foster inquiry and independent learning;
- Develop critical thinking skills

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, and cultural considerations where appropriate.

Homework should be a purposeful learning experience, it contributes in a number of ways to the development and extension of a child's learning and the school programmes of study, therefore:

- Homework is set with adequate timelines
- Teachers will acknowledge homework and, when necessary provide feedback
- Completed homework will demonstrate school expectations
- For Years 7-9, there will be no homework set during the summer holiday. Some homework may be set during other school holidays throughout the academic year.
- For Years 10, 11, and 12, appropriate homework will be set relevant to individual student needs, this includes all school holidays.
- Guidelines for homework will be appropriate for each year level and will be applied consistently throughout the school.

### **Time expectations**

The duration of homework tasks should fall within the listed time allocations, these allocations are intended as a guide only:

- Year 7 Up to but not more than 3-4 hours per week

- Year 8 Up to but not more than 4-5 hours per week
- Year 9 Up to but not more than 5-6 hours per week
- Year 10 Up to but not more than 6-7 hours per week
- Year 11 & 12 students, appropriate duration of homework will be set relevant to individual student needs

**Homework tasks may include:**

- Revision and critical reflection to consolidate learning (practising for mastery)
- Applying knowledge and skills in new contexts (a topic of interest, an authentic local or global issue)
- Pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- Preparing for forthcoming classroom learning (collecting relevant materials, items, information)

**Special Educational Needs**

All homework set for Students with special educational needs (SEN) will be guided by the current Individual Education Plan (IEP). Please refer to the UISZ SEN policy for further guidance.

**Roles and Responsibilities of Teacher:**

- Homework expectations will be set at the beginning of each year following school policy guidelines.
- Set relevant and meaningful tasks that are related to classroom learning.
- Provide timely and useful feedback to students
- Inform parents of developing problems concerning homework and suggest strategies to assist.
- Use discretion when determining tasks, taking into consideration the student's ability, personal circumstances and commitments.
- Teach strategies to develop organisational and time-management skills and provide opportunities to practice these strategies through homework.

**Roles and Responsibilities of Student:**

- Write all homework set in the HW Diary
- Take home everything needed to complete homework tasks.
- Manage time to ensure homework is completed.
- Discuss with parents or caregivers homework expectations.
- Seek assistance when difficulties arise.
- Organise time to manage home obligations; participation in physical activity and sports; and recreational and cultural activities.

**Roles and Responsibilities of Parents:**

- Notify the teacher if there is any difficulty with the tasks set.
- Acknowledge homework completed by signing as appropriate in the homework diary.

- Set an environment and routine at home that fits their family.
- Encourage students to organise their time and take responsibility for their learning.

### **Consequences for Non Completion of Homework**

In developing our homework policy, the focus is for students to be rewarded for good work. However, the school also believes that failure to complete homework should have consequences. What is set out below are the guidelines for non-completion of homework.

- In the first instance of non-completion of Homework students will then be given the opportunity to complete the homework the following day or by a set date agreed upon by the teacher.
- In the second instance of non completion of homework students will be given a monitor point and will be required to attend a 'Homework Clinic' session. Where applicable, the teacher can give a further deadline to complete the work before a student is placed in the Homework Clinic.
- In the third instance parents should be notified by email or phone call. The pastoral report system then takes place and students will be placed on academic report. Students will still attend Homework Clinic even if they are on report until the work has been completed.

### **Homework Clinic**

This clinic takes place every Tuesday & Thursday during lunch time (12.55 - 1.30pm). Students are signed up for the Homework Clinic at least 2 days before. The final 15 minutes of lunchtime are for students attending Homework Clinic to eat and use the toilet. As an academic support structure, the IB Coordinators are responsible for the implementation of the Homework Clinic, the SHOH supports this implementation through keeping accurate records of attendee's.

#### **Example 1**

If a student fails to complete homework on a Monday, they arrange to submit the work on Tuesday. If the student fails to submit the work on Tuesday, they are then signed up for Homework Clinic on Thursday.

#### **Example 2**

If a student fails to complete homework on a Tuesday, they arrange to submit the homework on Wednesday. If the student fails to submit the work on Wednesday, they are then signed up for Homework Clinic for the following Tuesday.

### **Teachers will follow the procedure below:**

- Place students names on Homework Clinic register with relevant details about the work that is incomplete.
- Place a note in the Homework Diary on the date the student will attend the clinic.

### **Role of student**

- Students must bring their Homework Diary and appropriate books and work to Homework Clinic.
- Students must show completed work to Homework Clinic Supervisor
- Students must show completed work to subject teacher within 24 hours of completion

### **Homework Clinic Times:**

#### **Tuesday and Thursday**

- 12:55 pm - Day Students must report on time to classroom
- 12:55pm - 1:30pm Students complete outstanding homework
- 1:30pm-1:45pm Students eat lunch

### **Evening Homework Tutorials - Boarding/Flexi-boarding**

- As part of the boarding programme, evening tutorials are held in the secondary building from Monday to Thursday from 6:30 PM to 8:00 PM. The Head of Boarding is responsible for the implementation of the evening homework tutorials, while the Head of Secondary supports this implementation through the staffing and scheduling of the tutorials.
- This programme is also available to flexi-boarding students. The programme is administered through 6 rotation cycles these are as follows:
  - ❖ Rotation 1: August - September
  - ❖ Rotation 2: October - November
  - ❖ Rotation 3: November - December
  - ❖ Rotation 4: January - February
  - ❖ Rotation 5: March - April
  - ❖ Rotation 6: May - June
- These rotation dates change according to the school calendar, events and other experiential activities.

### **Homework/Tutorial Supervision Expectations**

#### **Objective:**

- To ensure that students complete their daily assigned homework during the homework period (6.30pm-8pm, Monday through Thursday), by reinforcing good time management skills and encouraging a sense of responsibility towards their academic obligations.

#### **Procedures/Expectations:**

- Year11 and 12 students will be in their subject-specific classrooms and the DP Study room during homework period. Headphones will be allowed. The Head of Boarding or a designated member of the on duty boarding staff will perform routine checks at the beginning, middle and towards the end of homework period to ascertain that Diploma students working independently are completing their assigned homework properly.
- Year10 students will be in Design Studio 1 with their supervisor. Attendance will be taken. Headphones will be allowed and students will sit in allocated seats. Supervisors on duty will perform routine checks at the beginning, middle and towards the end of homework period to ascertain that students are completing their assigned homework properly.

- Years 7, 8 & 9 will be in the library with their supervisors during homework period. Attendance will be taken. Headphones are not allowed unless it is homework related and permission is given by the supervisor. Students will sit in their allocated seats. Supervisors on duty will perform routine checks at the beginning, middle and towards the end of homework period to ascertain that students are completing their assigned homework properly.
- Students are expected to be present at every scheduled tutorial, please report absentee(s) to the Head of Boarding and the boarding team.
- Supervisors on duty will read previous homework communication at the start of homework period and will note any outcomes of these/and or any relevant information. These notes will be completed during their supervision period.
- Students are not allowed to leave homework rooms without proper permission from their supervisors.
- Supervisors on duty will ensure that homework rooms are conducive for proper academic work, by controlling noise as much as possible.
- Supervisors can use the monitor/merit point system during the evening tutorial, any monitor points issues must be communicated with boarding at the end of the supervision period and handed to the relevant HOH's pigeon hole.

### **Secondary Subject Tutorials**

- All subjects in all groups are offered to students at least once during the academic year. These tutorials can be administered as an extra class, or as individual tutorial time, whichever is decided upon by the subject teachers. It is not permitted to introduce new material at these tutorials, this should always be done in the timetabled classes.

### **Electronic Devices (during HW Tutorials)**

- For Year 7, 8 & 9 students, one device is allowed during evening homework tutorials. Students are allowed to use laptops and tablets as set out in the BYOD Policy and ICT Policy. If staff see a student using their phone as well as another device, they should ask the student to put it away. If the student continues to use it then the phone will be confiscated. This must then be given to Head of Boarding, or designated member of on duty boarding staff, on completion of homework time. It is the responsibility of the teacher to report any incidents such as these.
- For Year 7, 8 & 9 students, the use of headphones is permitted but only if it is relevant to their work, students must ask permission from the teachers on duty.
- For Year 10, 11 & 12 students, the use of headphones is permitted.

## **House System**

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### **Purpose**

At Utahloy International School Zengcheng, the provision of a strong Vertical House System is seen as an integral part in helping each student to reach their intellectual, academic and emotional potential. Indeed, we believe that every student is unique, and as such, deserves individual care and attention. The Vertical House System provides continuity and cohesion to the students' experience of school life. The



programme is designed to assist the individual student to enrich his/her personal life, prepare him/her for educational choices, and offer guidance in an effort to come to terms with his/her own responsibilities in achieving the best possible outcomes for academic and social life here at UISZ. There are four Houses: Earth, Fire, Water, Wind.

### **Staffing Structure**

The Vertical House System operates under the guidance of the Senior Head of House (SHOH), who is responsible for the day-to-day management of the system. Each House has a dedicated Head of House (HOH), who bears the primary responsibility for the care of each student in his/her House for the duration of the students' time spent at UISZ. The HOH is assisted by House Tutors (HT) who are responsible for the oversight of students' activities and development. The HT's further support is readily available from the HOH.

#### ***Responsibilities of SHOH:***

- First point of contact for parents and the primary link between home and school.
- Monitor individual student progress and guide students to raise academic and social achievements via the reporting system.
- Guide and advise students in matters of discipline.
- Communicate effectively with parents (by email, meeting or telephone) about the academic and personal progress of students of concern when necessary.
- Organise and run inter-house events and competitions.
- Organise monthly assemblies.
- Meet with House Captains and School Captains as often as needed (usually bi-weekly) to plan/carry through student-driven school initiatives.
- Head the weekly HOH meeting.
- Attend a monthly Senior Leadership Team meeting.
- Liaise between HOHs and Head of Secondary School.
- Update House System Notice Board regularly.

#### ***Responsibilities of HOH:***

- Guide and support the personal, academic and wider achievement of each of the students in his/her House.
- Second point of contact for parents after SHOH (communication via email, or telephone).
- Regularly monitor and support students' learning via the report system.
- Record all Monitor Points for students in a Google Spreadsheets.
- Record all merit points awarded to students each month in a Google Spreadsheet.
- Develop plans with individual students regarding ways in which to tackle academic, emotional or social issues, and help to define goals and career hopes.

- Promote high standards of behaviour and attitudes within the classroom and on school grounds.
- Act as a mentor for students' during school life.
- Undertake termly review meetings with each student in his/her House to assess individual progress in achieving set goals.
- Plan and manage House time plus support House Tutors and House Captains when needed.

### ***Responsibilities of HT:***

- Complete administrative tasks relating to House.
- Record student attendance each morning on ManageBac.
- Relay student daily notices.
- Lead House in daily routines and activities.
- Distribute and collect permission forms, notices, etc. when necessary.
- Ensure that students are engaged in a meaningful activity during House time, if all other obligations are fulfilled.

## **Student Leadership**

### *School Captains & House Captains*

Developing student leaders is held in high regard at UISZ. As a school we believe in providing a wide range of opportunities for young people to develop leadership skills that will serve the community and indeed the individual student as grow to become a global citizen.

The Vertical House System lends itself nicely to creating leadership opportunities for older students as mentors and role models to the junior students. Within each House there are an elected number of students from years 9-11 who become **House Captains**. These students are very active in the daily organisation and completion of administrative tasks. House Captains also help to organise house members for inter-house competitions and monthly assemblies. Elections for two House Captains in each of Earth, Fire, Water & Wind, takes place early in the school year and usually during late August or early September.

UISZ's **School Captains** serve a very important role in school. Our two School Captains are supported by a team that consists of a **Service Captain**, **Sports Captain**, and an **Arts Captain**. The two School Captains advocate on behalf of student concerns, advise the school's Senior Management Team, organise and lead student initiatives and MC monthly assemblies, and regularly liaise with Senior Head Of House and Head of Secondary School regarding daily life and school improvement topics. This approach empowers students to have a stake in their school, not as passive subjects of adult administration but as active leaders involved in the processes that directly affect them on a daily basis. The result is a school wherein 'community' is not a buzzword for a mission statement but an actual way of life that envelops the entire campus and its constituents.

Year 11 students are eligible to run for this position. The term of School Captains is from December of one school year to November of the following school year. During



November of every school year, candidates for two School Captains, plus one of each Sports Captain, Arts Captain & Service Captain role, participate in *Campaign Week*. At the conclusion of Campaign Week, the student body, as well as all staff, vote for their preferred student leaders in each role via a controlled electronic survey / voting system.

Voting for these student senior leadership roles is governed by the Head of Secondary School to ensure a legitimate and fair process is adhered to.

*Student Leadership (continued in section 'S')*

## IB Continuum



UISZ is proud to be an IB continuum school. The IB continuum of international education for 3-19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character: students who can respond to challenges with optimism and an open-mind; students confident in their own identities; students who make ethical decisions; students who join with others in celebrating our common humanity; students who are prepared to apply what they learn in real world, complex and unpredictable situations.

### Primary Years Programme (PYP) – Authorised since 2012

*Preparing students to be active participants in a lifelong journey of learning.*



The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.



## Middle Years Programme (MYP) – Authorised since 2014

*Preparing students to be successful in school and to be active, lifelong learners.*

The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global

engagement, qualities that are essential for life in the 21st century.

## Diploma Programme (DP) – Authorised since 2005

*Preparing students for success in higher education and life in a global society.*

The DP is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.



**Graduates from UISZ have attended universities around the world including but not limited to:**

- The Chinese University of Hong Kong
- The Hong Kong University of Science and Technology
- Johns Hopkins University (U.S.A.)
- Purdue University (U.S.A.)
- Seoul National University
- The University of British Columbia (Canada)
- The University of Glasgow (U.K)

The University of Hong Kong

University of Bristol (U.K)

## Information Technology

All students at UISZ are encouraged to use technology resources and services appropriately in a school setting. Students are expected to reflect at all times what their actions will have on other members of the school community and the global society in general when using technology both at school and at home. Students and parents must ***abide by and sign the Electronic Devices User Agreement (see appendix)***

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## L

## Language Policy

UISZ is proud of being a linguistically diverse school, and therefore we encourage the use of students' Mother Tongue languages. To unify such diversity and promote mutual understanding, we use English as our operational and instructional language. We encourage our students to challenge themselves to become better speakers of English and to be considerate of others who have different linguistic backgrounds. Subsequently, except for language classes, English should be used as the language of instruction and discussion whenever teachers, administrative staff and students from different linguistic backgrounds converge.

### GOALS

At UISZ, our language programmes aim to:

- ✓ Support and promote the objectives of the IB's languages programmes.
- ✓ Allow students to use languages confidently in social and academic contexts.
- ✓ Develop a sense of international mindedness by encouraging learners to explore language as a means to understand other cultures.
- ✓ Develop oral, reading, writing, and visual communication skills.
- ✓ Promote appreciation and understanding of the various forms of literature.
- ✓ Develop students' awareness of the role of language in other areas of the curriculum and other ways of knowing.
- ✓ Be a tool for enjoyment, creativity, and intellectual stimulation.

### LANGUAGE OFFERINGS & MOTHER TONGUE SUPPORT

As stated in our language philosophy, the language of instruction at UISZ is English. The following languages are available:

### **Middle Years Programme**

- ✓ UISZ provides mother tongue language instruction when student numbers are sufficient and qualified teachers can be found.
- ✓ When a mother tongue language is offered, students take six hours per 2-week cycle, each of English and their mother tongue. All other students take English and Chinese.
- ✓ Second language instruction is provided in Chinese or English for six class periods per 2-week cycle.
- ✓ Students must take an additional language (different from their mother tongue).
- ✓ We also provide language instruction in French and Chinese for four class periods per week.
- ✓ Students who take Chinese as a first or second language will take either French as an additional language or English Skills if they are in the lower phases of English B.
- ✓ All other students will take Chinese as a third language.
- ✓ For students who transition out of the ESOL programme or who enter the school in Years 8, 9 or 10, third language placement will be made on a case-by-case basis considering the student's proficiency in the target language and the language level of the other students in each of the languages offered.
- ✓ The availability of third language course offerings is dependent on student numbers and instructor availability.

### **Diploma Programme**

- ✓ All students must complete a Language A (mother tongue) course and a Language B or Language ab-initio (second language) course.
- ✓ Language A Literature courses are offered in English, Korean and Mandarin. When a literature teacher is available in other languages those courses may also be offered.
- ✓ DP students also have the option of completing their choice of Language A as a self-taught course if their mother tongue if it is not available at the school.
- ✓ Language B courses are offered in English and Mandarin.
- ✓ Language ab-initio (beginner) is offered in Mandarin each year.
- ✓ When a Language B teacher is available in other languages those courses may also be offered.

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)PROGRAMME**

The ESOL department at UISZ is in charge of developing students' BICS and CALP in the three programmes; and, therefore, includes the language development classes and inclusion in the PYP, English B, English Skills, and SEI Science and Humanities in the MYP, and English B, TOEFL, and SEI subjects in the DP. It is the responsibility of the ESOL coordinator to articulate a school-wide ESOL programme that integrates

the IB philosophy at all stages (PYP, MYP, and DP), to arrange placement, and to maintain accurate records of all ESOL-related activities and practices.

At UISZ we believe that languages are developed in context; words do not make much sense if they are not attached to the reality they represent. There is a difference between the social language we use with friends and family and the academic language proficiency we need to succeed at school. Since most of our student population can be identified as English Language Learners and English is our language of instruction, a whole school approach to teaching English has been implemented to cater for our unique population's needs. This approach is based on the following premises:

- ✓ Identification of English language proficiency levels is key to successfully serve our ELL population.
- ✓ Languages are learned in context; therefore, no one should be excluded from accessing the same rigorous curriculum based on language proficiency limitations.
- ✓ Every teacher is a language teacher who can provide opportunities for ELL to improve their Cognitive Academic Language Proficiency
- ✓ Language acquisition specialists work collaboratively with mainstream teachers.

### **Middle Years Programme**

We have developed a comprehensive ESOL programme that emphasises the demands of a rigorous academic environment. An inclusive and balanced academic plan that takes into account the social needs of teenagers as well as the academic challenges they face everyday ensures that pupils can all succeed in the MYP curriculum. ELL have access to language development classes (English B and English Skills) as well as all the mainstream subjects where teachers are trained to cater for their linguistic needs.

### **Diploma Programme**

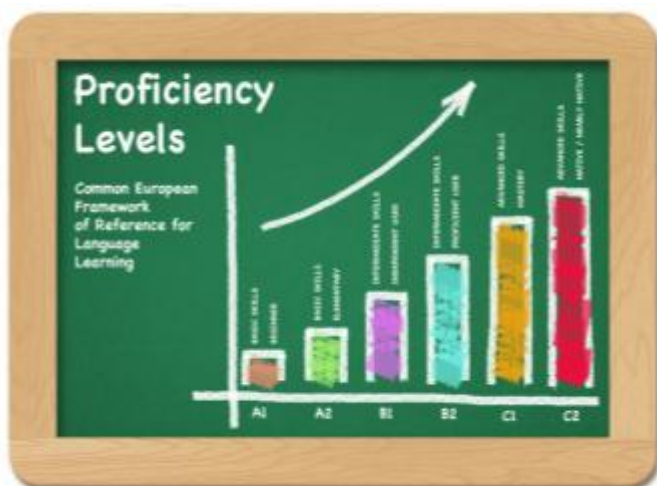
Students in the ESOL Programme transitioning into the DP Programme will continue to be supported by the school. In order to be able to complete year 10 and transition to year 11 successfully, an English B Phase 5 must be reached by the end of year 10. Students who are English phases 1 to 4 will take a combination of mainstream classes, SEI classes and additional English development classes in years 11 and 12. We call this combined programme the **Utahloy Diploma Programme**, which integrates an internally assessed High School Programme with IB Certificates. Each student's programme is designed by the ESOL and DP Coordinator to account for a student's language and academic ability and needs.

### **Placement, Methodology & Assessment**

UISZ intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in achieving the IB's academic standards. Instruction is based on sound instructional theory and is adequately supported so that English language learners can achieve results at

the same academic level as their English proficient peers in the regular course of study.

### **Placement – OOPT & OYLOPT**



In the MYP and DP, UISZ uses the Oxford Online Placement Test (which is based on the Common European Framework of Reference) to determine the students' level of proficiency in English. In the PYP the placement test is the Oxford Young Learners Online Placement Test.

Placement, re-designation and transition are at the sole discretion of the ESOL

Department staff.

<b>Placement Level</b>	<b>Classes</b>	<b>Hours per 2-Weeks</b>
<b>A1 – B1</b>	English B (ph.1-2) English Skills SEI Science SEI Humanities	6 hours 6 hours 6 hours 6 hours
<b>B2</b>	English B (ph.3-4) English Skills	6 hours 6hours
<b>C1</b>	No ESOL services	
<b>C2</b>	No ESOL services	

Table 1

In order to ensure rigor and maintain academic standards, the following policies have been adopted:

### **Language Requirements for Admission - Yr9**

Students who want to be admitted to the mainstream MYP programme at UISZ in Year 9 must achieve a B1 level in the Oxford Online Placement Test.

### **Language Requirements for Admission - Yr10**

Students seeking admission to the mainstream MYP programme in Year 10 must achieve a B2 level in the Oxford Online Placement Test.

### **Language Requirements for Admission - Yr11**

Students seeking admission to Year 11 will be asked to take the Oxford Placement test. Students must be competent in English as it is the language of instruction of the IB Diploma Programme. Each case will be considered individually by the Head of Secondary and Diploma Coordinator.

UISZ will maintain procedures which provide for the identification, assessment and placement of English language learners and for their re-designation in order to ensure the academic success of all students.

To evaluate programme effectiveness, the Coordinators and the Head of School shall regularly examine programme results, including reports of the English language learners' academic achievement, their progress towards proficiency in English and the progress of students who have been re-designated as fluent English proficient.

### **Methodology & Assessment in the MYP and DP**

Students who are English language learners shall be educated through **SEI** during a temporary transition period, not intended to exceed two years. Instruction in the ESOL's SEI programme shall be in English, but with the curriculum and presentation designed for students who are learning the language. The use of students' mother tongues is allowed and encouraged as long as it does not interfere with instruction and/or excludes peers from accessing knowledge. All teachers are expected to consider their students language needs, and adapt their practices to provide learners with full access to the MYP curriculum.

When an English Language Learner has acquired a reasonable level of English proficiency as measured by their performance in the English B and English Skills classes, he/she shall be transferred from the SEI classroom to an English language mainstream classroom (see table 1).

### **Assistant Teachers and ESOL Classroom Support**

In order to better cater for the needs of ELL in the subject areas across the school, there is a provision of Assistant Teachers who are native speakers of Chinese and will support the Head Teachers when translation or additional support is needed. In the case of other languages, such support will be provided depending on the availability of a native speaker or qualified foreign speaker of Korean.

## **COMMUNICATION WITH NON-ENGLISH SPEAKING PARENTS AND GUARDIANS**

UISZ recognises the value of effective and timely communication with parents and works to foster such communication. In the case of communicating with parents who do not speak English:

- ✓ UISZ staff members often fill the role of translator between the school and parents.
- ✓ UISZ staff members translate written communication between the school and parents and guardians, when possible.

- ✓ If suitable translators cannot be found within the staff, UISZ might contact community organizations or families to fulfil the role of translator.
- ✓ Given our location, families are encouraged to bring translators who can facilitate communication between them and the school.

## Lateness to School

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The school day begins at 8:30am. Students should be in school by 8:25am to organise themselves for their daily lessons. Any students arriving at school after 8:40am in the morning must report to the reception area and:

- i) Present a note to the receptionist signed by a Parent/Guardian or Head/Deputy Head of Boarding, explaining the late arrival. This does not have to be provided for late bus arrivals.
- ii) The receptionist will issue a late note. This must be presented to the teacher of the next lesson or the House Tutor.

## Learning Support

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As with any educational setting, we can expect to find students with learning needs within our school. Learning support encompasses such areas as physical and intellectual disabilities and impairments, learning difficulties and disabilities, challenging behaviours through to gifted and talented. Sometimes we have prior knowledge of the particular special needs via parent information before enrolment, but often we are not aware of students with special needs until they are immersed in the School. A lack of English sometimes masks special learning needs. When a teacher suspects there may be a problem, a referral form is completed and the assessment process follows. Intervention, where necessary, may range from teacher modification of tasks through to parents hiring a Learning Support Assistant to enable the student to access a suitable curriculum. The Learning Support Coordinator implements an Individual Education Programme (IEP) for students with special needs. Parents, teachers, learning support assistants and, where appropriate, students, are involved in forming this programme.

## Leaving School during the Day

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Any student wishing to leave school early must bring a note signed by a Parent/Guardian on that day, indicating the date, time and reason for the early departure. A note must be signed by the Head of Secondary and the front office to be shown to the class teacher and presented to security prior to leaving the school. Students will not be able to leave the School if these procedures are not followed. If the student is required to leave early, due to unforeseen circumstances such as illness or injury, or a special request from a parent/guardian, and does not have a



note, the approval to leave can only be granted by the Head of Secondary or Head of School.

## Library

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The library is the focal point for learning in the school. As such, the library aims to reinforce the broader goals of the school. These goals include the fostering of lifelong learning and reading for pleasure, the fostering of critical thinking skills, especially with regard to electronic information media, emphasising the need for students to understand the processes involved in knowledge creation.

### **Aims:**

Specifically, library programmes seek:

- ✓ to promote reading and learning for pleasure
- ✓ to encourage the practice of using information from many sources
- ✓ to respect copyright and to promote original work
- ✓ to encourage an awareness of appropriate citation styles
- ✓ to assist students through information tasks that enable them to critically evaluate and to work effectively with data
- ✓ to encourage the integration of emerging technologies and traditional resources

In the secondary school there are no timetabled sessions for Library, but all subjects include a component of research, especially through Years 7 – 10, which includes interdisciplinary units and a focus on the approaches to learning. The Year 10 Personal Project encourages the student to move beyond the information process to a thoughtful application of that information which transforms information into knowledge. In Year 11 and 12, students will interact with the library through all their subjects, but especially in relation to their work on the Extended Essay.

### **Library Hours:**

The Library is open Monday to Friday, 8: 30am to 4:30 pm. Boarders can have special arrangements made to access library materials after hours.

Lost books are charged at the cost of the book plus an administration fee.

All books must be returned at the end of Semester 1 (December) and Semester 2 (June).

## **UISZ Library Policy 2014-2015**

### **Section 1**

#### **Books and Resources:**

All materials must be checked out of with the librarian at the library at the counter. Most books can be borrowed for three weeks. Books may be renewed, unless they are on reserve for another student.

The borrowing limits are as follows:

- Year 7 through Year 12 may borrow up to four books (textbooks are not included), and may keep them for three weeks.
- The due date is stamped on a notice on the inside cover. If you need your book past the due date, you can renew, even without the book in hand. Turn in your book on or before the due date.
- Damaged books will need to be replaced. You may be charged a replacement cost if you return a book in a condition which is unusable.
- Overdue notices will be posted on the front door of the Library and will be communicated to Heads of Houses to follow up in House time.
- If you have overdue items you will not be allowed to borrow any new books.
- Only students in Year 10 and up are permitted to borrow books with mature content for personal reading. Books with mature content are marked with a red dot near the book label on the book's spine.

Textbook Fines:

- Textbooks are checked out for one school year.
- Damaged books will need to be replaced. You may be charged a replacement cost if you return a book in a condition which is unusable.
- Replacement costs for books are logged in the library system.
- Do not write in your book (not even with a pencil).
- Lost books will be assessed for the replacement cost of the book - this applies to both staff and students.
- Graduating Year 12 students' books must be returned, replaced, or paid for prior to graduation.

**Section 2**

**Conduct within the Library:**

1. Please leave all backpacks or bags in your locker or on the library backpack shelf.
2. No mobile phones are allowed in the library. Please make sure your phones are off or on silent.
3. No eating or drinking in the library. Only bottled water is permitted. All other food and drinks will be confiscated and you may be asked to leave.

4. Noise in the library should be kept to a minimum. The library environment should be conducive to reading, research and reflection. Others have the right to a quiet space. Talking will be minimal and at a low voice.
5. Clean up after yourself. Put paper in the recycle bin, tuck in chairs and log off if you have used the computer.
6. Books have to be put on the shelving trolley before leaving the library. This will make books available for others.
7. No more than four students are allowed per table. More students will generate noise.

### **Section 3**

#### **Technology use within the library:**

1. One person per computer or personal electronic device, unless permission is given by the librarian, teacher-librarian or classroom teacher.
2. Computers and other electronic devices are only to be used for research purposes.
3. Computers and other electronic devices are not to be used for games, watching movies, chatting or messaging, social networking or viewing inappropriate and non-educational websites.
4. When printing from the library computer or other electronic devices,, students are required to do a "print preview" to see how many pages will be printed. Students have to plan so that they only print the pages needed.
5. Students need to make sure the log off once they have finished with a certain library computer.
6. Students are only allowed to use their own accounts – usernames and passwords should not be circulated amongst students.
7. Any difficulties with usernames or passwords should be discussed with the ICT Coordinator.
8. Tablets are never to be placed on the floor, tampered with, nor school tablets taken out of the library.

### **Section 4**

#### **Library furniture:**

1. Library furniture is the property of UISZ and must not be misused or vandalized in any way.
2. Library furniture and fittings should only be moved with permission of the librarian or teacher librarian.
3. Furniture and fittings should be moved back as soon as the activity is complete – Office staff and the cleaning staff can assist if notice is given.

### **Section 5**

### Teaching and Learning:

1. Teachers should make use of the library booking system to reserve classroom within the library for teaching.
2. There are two teaching pods available as well as the computer section.
3. Bookings are to be made with the librarian or the teacher-librarian in person or via the library booking form.
4. Teaching whiteboards are not to be removed from the library and should be cleaned at the end of a teaching session.
5. The teacher-librarian is to act as a teaching assistant for lessons if arranged beforehand in person or via e-mail.
6. Book boxes on specific subjects can be made up for lessons taking place in the library. Teachers need to communicate book box specifics to the teacher-librarian one week beforehand.
7. Book boxes are to be used in the library only.
8. Set of school tablets may be reserved for class use if arranged at least a day in advance in person or via e-mail.
9. School tablets are to be used in the library only.
10. Refer to the Tablet Use Policy for further clarification on tablet usage.

## Lockers

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All secondary students are provided with individual lockers. Students are strongly advised to ensure that valuables are kept in their lockers and that lockers remain locked at all times – especially at night. Students are advised to bring a combination padlock from home or utilise one that can be provided by the school.

### **STUDENT LOCKER USE POLICY:**

#### ***All students in Years 7-12***

- All Secondary School students are assigned a locker.
- Every student **must secure their assigned locker with a lock at all times.**
- Each student is expected to have a combination lock. Students can bring a lock of their own, or use one that is provided by the school. If the lock is not returned at the end of the school year, the cost is 10RMB.
- All students must use their lock properly. Locks on lockers must be closed at all times when not in use.
- Students should only use their lockers **during approved times:**
  - before House Time in the morning
  - during morning break
  - during lunch
  - after school

- Students are not permitted, without special permission, to go to their lockers during class time.
- Students should not give their locker combination to any other person.
- Students may not store other students' possessions in their lockers.
- Perishable food may not be stored in lockers.
- Non-bottled drinks may not be stored in lockers.
- All students are responsible for keeping the tops of lockers clear of rubbish. Only large personal belongings may be stored on top of the lockers.

## Lost Property

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Lost property is stored in the PE office. Labelled items will be returned to students. From time to time, announcements are made in the daily notices to remind students to collect lost items. Unclaimed items will be donated to charitable organisations.

# M

## ManageBac

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ManageBac is the electronic platform used in the Secondary School as our academic management system for all classes, groups and IB curriculum requirements. All students and teachers are required to access this online system for daily communication, time-management of academic tasks, electronic submission of work, access to curriculum and assessment information, etc. Parents have access to convenient 'real time' live viewing of their child(ren)'s academic progress through his/her ManageBac profile. Support to get access and understand this communication tool is available through the school.

## Mobile Telephones & Other Electronic Devices

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Students must abide by the Electronic **Devices User Agreement**. Given the school's locality and the need for many of our students to contact their parents on their return home, mobile phones can be brought to school. Secondary students who bring mobile phones *should store them in their school locker* or hand to the front

desk for collection in the afternoon. **Students are not permitted to use their mobiles during class time or recess and lunch break**, unless specific permission is granted by the teacher. Those who are found using mobile phones during class hours will have it confiscated immediately and the Head of House will be notified via a referral. Confiscated phones should be given to the Head of Secondary, for collection at the end of the day by the owner. Students bring mobile phones to school at their own risk; the school will not be liable for lost, damaged or stolen phones.

# P

## Package Deliveries

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**Students**– Students are **not permitted** to order items online and have them delivered to school. In the case of extenuating circumstances, permission must be sought from relevant Head of Section PRIOR to placing an online order. Written permission by parents is required for any packages that are sent to Boarding students. The packages should be received by Reception staff and transferred up to the Boarding School. The package must be open by the student in the presence of a boarding staff member.

## Personal Items at School

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Secondary students are permitted to bring personal items to school (including electronic devices such as mobile phones, iPods, etc.). However, the following guidelines apply:

- ✓ All personal items brought to school must be used appropriately and may only be used at times according to this handbook and with a teacher's permission.
- ✓ Mobile telephones must be turned off during the school day.
- ✓ Students who abuse the above privileges will have their personal items confiscated for the duration of the School day. Parents will be notified of any confiscation.
- ✓ Personal laptops and tablets may be brought to school according to the BYOD policy. The secondary school provides a wireless facility.
- ✓ **The school will not assume responsibility for any loss of students' personal items or electronic devices.**

## Physical Education and Sportswear

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Students are required to change into active school sportswear for P. E. classes. P.E. uniforms may be ordered at any time by completing the order form. These are available on the school website or in the front Office.

## Punctuality

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Punctuality is regarded as an important aspect of the rounded education that a student will obtain at UISZ. Therefore, late arrival of students to school or to class is unacceptable without a reasonable excuse. Persistent abuse of this rule will result in consequences, which may include contacting parents or the Head of Boarding. Staff are required to ensure that students are punctual to lessons. If a student is late to class without reason, they will receive an 'Attitude' monitor point. (See the Discipline section for more details on Monitor Points)

## Parents Contacting Children/Bringing Things in for Students

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Parents should only leave messages for their child in cases of emergency. Reasons for parents to leave a message could include:

- ✓ a change in after school collection arrangements
- ✓ family issues

The relevant secretary will communicate messages in these circumstances to the students as soon as practical.

# R

## Recommendation Letters

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Please see the College Counselling section for guidelines on obtaining teacher recommendation letters. If a recommendation letter is being requested for a summer programme or for applying to other schools, the same procedure should be followed:

- Guardians or students should first fill out a "UISZ Recommendation Letter Request Form" before requesting a recommendation letter from a teacher. This form can be obtained from the secondary reception or the counselling office.

- Students should give a request form to the teacher at least one month in advance of the due date. Teachers will then inform the student of their availability to complete the recommendation letter for the student.
- No more than three teachers should be asked for recommendation letters for any individual student.
- The student should remind the teacher one week before the due date to ensure completion and submission.

## Restricted Items

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The following items are forbidden at UISZ:

- ✓ Alcohol
- ✓ Narcotic drugs
- ✓ Cigarettes
- ✓ Solvents
- ✓ Pornography
- ✓ Racist, violent or hate material
- ✓ Dangerous implements (e.g. razor blades, knives, syringes, firearms)

Other items that are not contained in this list may be deemed forbidden by the Head of School.

There is no justification for having forbidden items on the School premises. Depending upon the circumstances, students found with these items in their possession will be severely warned, suspended or expelled (see the 'Discipline' section for more details on the action taken).

# S

## School Restaurant and Snack Shop

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All students are provided with lunch each day. Boarders are provided with three meals a day. The menu provides a variety of healthy and nutritious foods. The restaurant supplies a wide variety of delicious food. All food is prepared fresh daily in the restaurant kitchen. The menu suits Eastern and Western tastes.





We are able to accommodate a range of dietary requirements (e.g. allergies to dairy; vegetarian) - please ensure that all relevant information is provided to your child's class teacher or Head of section. Please inform the Admissions Officer on the school's application, and in writing to your child's class teacher about any foods that she/he must not have, especially in the case of allergies. Please contact the school nurse as well if there are any severe reactions.

We recommend nutritious foods and discourage crisps, sweets and high-sugar content foods to promote a healthy lifestyle and optimum learning. Fresh fruit is provided in the restaurant each day. There is a snack kiosk on campus where students can purchase healthy snacks, drinks and noodles.

## **Schoolbase – The Furlong Management System**

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Furlong is a unique Management Information System provider in the UK, working with schools across the world.

It provides comprehensive management information solutions covering core database, statutory returns, timetabling, behaviour management, extra-curricular management, assessments & tracking, text & email, Parents' Evenings, online portals for staff, parents and students.

UISZ implemented this system during the 2016-2017 academic year and will continue to develop the functionality of it during this academic year.

## **School Nurse and Accident Procedures**

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The school nurse is employed, trained and directed in the first instance by Global Doctor organisation. The school nurse keeps a record of every accident or case of illness, which contains the details of the incident and action taken. The Nurse will be available in her room or if away from her room, she will leave a notice indicating her location. The nurse will deal, in the first instance, with any injuries sustained by the members of the school community, while on the school site. However, if a staff member is first on the scene of an accident or injury, that staff member must call for the nurse and render any first aid as necessary, given the situation. After every incident dealt with by the nurse, she will contact the parents if she deems it necessary, to inform them of the incident and any recommendations for follow up, parents should undertake. Parents are welcome to call the nurse to discuss a health issue. They are also encouraged to make an appointment which ensures that they avoid busy times and that preparations can be made prior to their visit.

## Medical Confidentiality

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Students should feel able to approach the nurse to discuss any relevant issue. Where it is clear that an issue could cause harm to an individual or group of the school community, the nurse should discuss the issue with the appropriate member of administration, the Head of Primary or Head of Secondary and Head of School. At all other times, matters discussed between the nurse and a student are to remain confidential.

## Procedure to Follow Where a Child is Injured or Unwell

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### ***Serious accident, injury or illness***

Send an older student or colleague as a runner to alert the nurse with the relevant details, specifically the name of the student and the nature of the incident. The runner should escort the nurse to the patient. In certain circumstances, a class should be sent to a neighbouring classroom to be supervised. If the nurse is not in her room she can be contacted via main reception or her mobile.

### ***Minor accident, injury or illness***

Where possible, the patient should be accompanied by another pupil or staff member to the nurse. Any students with very minor injuries including cuts, grazes etc. may be sent unaccompanied unless they are from one of the Lower Primary or Early Years classes in which case an assistant, where available, will accompany them.

Unless it is deemed necessary, students should not be sent out of class to see the nurse. During break/lunch times, students should seek the permission of the member of staff on duty to visit the nurse.

### ***Students being sent home***

If a student is too unwell to continue in school, or they require emergency medical treatment, their parents or the Boarding School staff will be contacted and arrangements made for their collection from school. When a student is sent home, the nurse will inform the class teacher/tutor using the relevant medical form.

### ***Students requiring emergency hospital treatment***

If a parent cannot be contacted and the student requires hospital treatment, the nurse will arrange for their transportation to hospital. In the absence of the parents, the nurse or another qualified person will accompany the student to hospital. Only a member of staff who is trained in administering first aid can cover for the Nurse in her absence.

### ***Administration of Medicines***

The nurse has a supply of general medicines that can be administered to students without parental consent. Where a student requires more significant medication or a

prescription only medicine to be administered during school hours, the parents of the student should liaise directly with the nurse to ensure that supply, dosage, timing and method of administration are clearly provided. All medicines brought into the school should be given to the nurse for safe storage. This is particularly important in the case of boarding students.

## Security

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UISZ provides a 24-hour security service. All visitors must register at the front gate where they will be given a visitor's pass. All secondary students must show a signed note from the front office and the Deputy Head of Secondary to leave the campus during the school day.

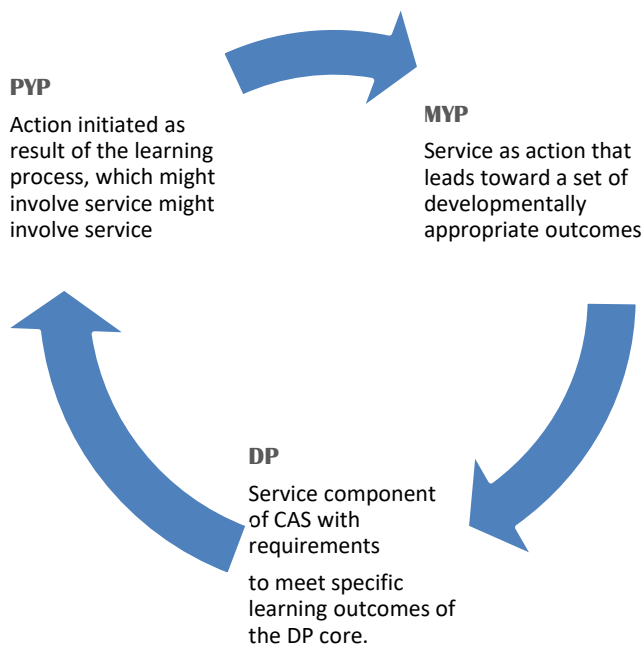
## Service Learning

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Service learning is a core element of IB programmes and students must complete this component to successfully finish both the MYP and DP programmes. In the MYP programme it is called Action for Service (AFS), in the Diploma Programme it is called Creativity, Action and Service (CAS)

Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Action in the IB Continuum continues across all three programmes and is as an essential component of the learning process, both as part of the IB educational philosophy and as a practical outcome of students' learning.

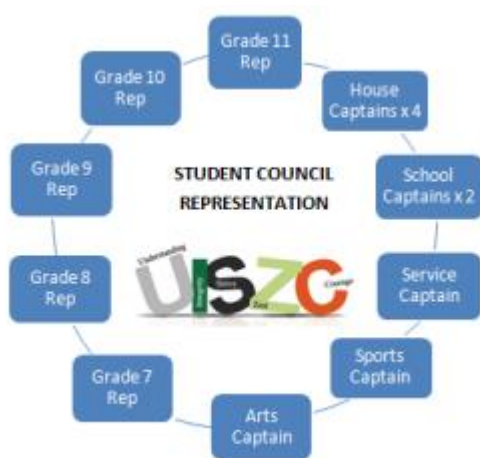
Through responsible action, tightly connected with sustained inquiry and critical reflection, students develop the attributes described by the IB learner profile, these are essential for success in future academic pursuits and becoming a responsible global citizen. The service as action continuum is summarized by the following diagram:



## Student Leadership

UISZ develops opportunities for student involvement in the areas of decision making, building community, encouraging self-esteem and developing effective communication. One of the recognised ways of achieving such goals is by having selected students serve on the **Student Council**.

Student involvement in leadership is encouraged and the school provides many avenues for this, including: whole school leadership positions such as School Captain, Sports Captain, Arts Captain, Service Captain; House Captains; through the after-school and ACAMIS, cultural, Model United Nations (MUN) and sporting programmes.



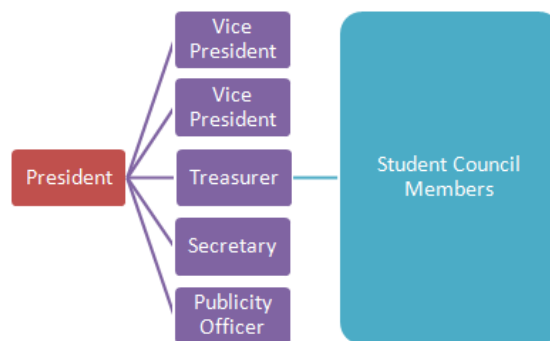
The **Student Council** is comprised of the two School Captains and four House Captains, the Service, Sports and Arts Captains, as well as 1 year level representative for Years 7-11.

In addition to this, a group of five students from Year 7 to 11 students are elected to form the Executive and take on positions of President, Vice President, Treasurer, Secretary, and Publicity Officer. Although only one President will be elected, depending on the Executive group for that particular year, any of the other positions may be filled by two people, e.g. 2 Vice Presidents.

The function of the Student Council is:

- ✓ to serve as a vehicle in which students can discuss and present issues to the School Administration
- ✓ to organise events which serve as social activities and raise money
- ✓ to decide which charities (local and overseas) will receive monies raised
- ✓ to organise special events (e.g. Winter Ball), which will be subsidised by monies raised
- ✓ to host school assemblies
- ✓ to disseminate Student Council information via school advertisement and the School website

STUDENT COUNCIL STRUCTURE WITH EXECUTIVE



## Student Stationary

It is a family's responsibility to ensure students are fully equipped with the correct and sufficient stationary for their daily lessons. As a recommendation, students need to purchase stationary at the beginning of each semester, or as needed during the year. School stationary is available from the school Reception. Subject teachers will inform students of recommended or required stationary items for their specific subject.

# T

## Telephoning Home

Students should only call home in cases of extremely important situations, and only after permission has been granted from the relevant secretary. All calls made home are via the two school secretaries.

Reasons for using the school phones to call home could include:

- ✓ missing the school bus
- ✓ after school activities being cancelled
- ✓ forgetting necessary equipment for class

Staff can help by setting expectations in this respect and not allowing students to go to the secretary to make calls home unnecessarily and/or not allowing students to use their personal mobile phones unless extremely urgent, and with permission first.

## **Textbooks, Resources and Supplies**

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Each secondary school department will supply students with textbooks, laboratory supplies and materials. Throughout the year, students are issued textbooks through the library. Textbooks are recorded as being issued to individual students and, upon return of the same book; responsibility is erased from the record system. Students will be charged for lost or damaged textbooks. All accounts, including those for lost items, must be cleared through the Finance Office prior to a transcript or report being issued at the time of withdrawal. Students can purchase their own textbooks and will be told how to order and pay for them by their teachers.

## **Transition**

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### ***MYP Transition from PYP & MYP Transition to DP***

The PYP is concept based, trans-disciplinary and largely taught by a class teacher. There is a responsibility in MYP to ensure that there is a smooth transition from the trans-disciplinary model into a model where disciplinary concepts are taught, interdisciplinary links are forged, and teaching is appropriate for students at different developmental levels.

The MYP is quite different to the DP. The MYP has a written curriculum, but teachers must write it in accordance with the programme's principles. Schools must ensure that each subject groups final objectives for MYP provides for continuity and progression from MYP year 5 into DP year 1. In developing final objectives and content for MYP year 5, teachers should consult the relevant Diploma subject guides and the prior learning section within these guides.

MYP subject content must be articulated with the DP's curricular requirements and approaches to learning skills. This rigour will provide for independent study and its continuation in the DP.

UISZ recognises that in addition to the demands of the IB Programmes and living overseas, secondary school students experience a continuation of physical, emotional, psychological, social, moral and intellectual developments which begin during secondary school. For many students, living in China requires a transition to a new country, a new culture and, for many, a new language. UISZ supports students through this time of transition.

### ***Entering Year 7***

During a week in May students finishing Year 6 take part in an orientation programme that prepares them to transition into the secondary school. The students take classes with subject teachers and are introduced to the MYP. They are shown the classrooms, how the timetable works and meets the various personnel. Due to the nature of international schooling, many students begin at the start of the following school year. There is an orientation for new students the day before school commences to introduce students the teachers, the classrooms and our programmes.

### ***Choosing an IB Diploma course***

UISZ works very hard to help students select appropriate courses for the IB Diploma. The selection of courses is crucial to promote students to be able to reach their full potential, feel confident in their learning, and meet requirements for University entrance. The Year 10 students will soon begin the process to help them understand the IB Diploma and Certificate Programmes and to investigate what their goals and aspirations are. The Year 10 students:

- ✓ Attend a session to learn about the IB Diploma and Certificate Programmes
- ✓ Meet with University Counsellor to discuss their future goals. Determine the requirements needed for University entrance.
- ✓ Meet with teachers to discuss their strengths and recommendations for the level of courses as well as the details of each course.
- ✓ Discuss with the Diploma Coordinator how to structure their courses to fulfil the requirements.
- ✓ Attend an arranged meeting with the students, parents, Diploma Coordinator and Head of Secondary to discuss the final arrangements for the chosen programme.

### ***Transition from the MYP to the DP includes:***

- ✓ Information on the IB Diploma and Utahloy High School Diploma
- ✓ University Counselling
- ✓ DP subject bazaar
- ✓ DP subject guide
- ✓ DP orientation programme
- ✓ MYP graduation and celebration as a 'rite of passage' into the DP

UISZ recognises that in addition to the demands of the IB Programmes and living overseas, Secondary School students experience a continuation of physical, emotional, psychological, social, moral and intellectual developments, which begin during Middle Years Programme. For many students, living in China requires a transition to a new country, a new culture and for many, a new language. Utahloy supports students through this time of transition.

## Traffic Movement On Campus

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In order to ensure the safety of our school community, all vehicles on campus are expected to adhere to the following guidelines:

- Motorised Vehicles must be driven within the 15km/h speed limit.
- All vehicles must follow the road marking directions throughout the campus
- Motorised vehicles are not to be driven near school buildings during the school day, unless they have been given special permission by the security staff.
- All vehicles must park in the appointed parking places.

We cannot compromise the safety of our school community, any driver who operates a vehicle in an inappropriate or dangerous manner threaten the safety of our school community will be treated very seriously.

### V

## Visitors

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Students wishing to bring guests to school must have permission from the Head of Secondary to do so *at least one day before* the planned visit. When permission is granted, visitors from overseas may be granted approval to attend up to two days of classes with their host. If visiting students request to spend more than two days attending classes, a request must be made to the Head of Secondary / Head of Primary. While at school, all visitors must follow the School rules and demonstrate respect for other students, teachers, school personnel and property. Visitors who do not follow the above expectations will be asked to leave immediately. UISZ welcomes visits from former students.

### W



## Week Without Walls

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‘**Week Without Walls**’ is the term used at UISZ for camps week when the entire Secondary School migrates to various outdoor environments within south-eastern China and Hong Kong .

Secondary ‘Week Without Walls’ occurs during Semester 1 and **all students are expected to attend the camps**. The timetable ceases for this particular week of school.

Due to the size of the school and the developmental needs of different ages, year levels are grouped as follows for WWW:

- Year 7 & 8
- Year 9 & 10
- Year 11 attend a CAS Service Camp and are expected to organise the logistics of this as a group.
- Year 12 students attend a camp/leadership retreat which combines as needed: leadership, CAS & TOK, group 4 project.

Generally, specialist companies are contracted to provide logistical coordination of camps. UISZ staff attend these camps with students.

Secondary WWW camps take place within the region of South-eastern China & Hong Kong.



# **Primary Parent & Student Handbook 2017/2018**

# Early Childhood and Primary School Information



## A

### Absenteeism

When it is necessary for a student to be absent from school for either, all or part of a school day, parents are required to telephone the Primary School Receptionist, (Ph 82909201 Ext 8201) or supply a letter stating the reason for absence (notification in the Student Diary/Communication book is acceptable). The letter should include:

- i) the name of the student
- ii) the date(s) of absence
- iii) the reason for absence

All letters must be signed by a parent/guardian.

The letter should be presented to the class teacher on the first day after an absence. Where possible, if it is necessary for students to be absent for a prearranged

appointment, the School should be notified in advance. It is expected that such absences will be kept to a minimum.

If the absence, whether for sickness or family leave reasons is to be prolonged, then a phone call to the Head of Primary is requested, as soon as possible.

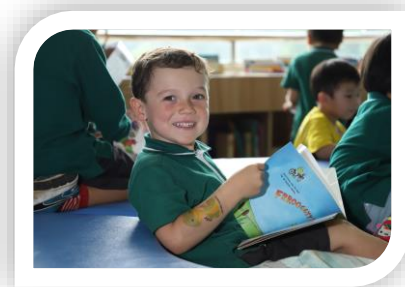
## Accidents

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It is the policy of UISZ to maintain a safe place for students, staff and visitors and to have immediate first aid available in the event of accident. We take the prevention of accidents seriously and will do all that can be done to prevent all accidents. The School has an established Health & Safety Committee that meet once a month and regularly make risk assessments of school operations and facilities.

In the event of any accident the following will occur;

1. The Nurse will immediately attend the accident scene and render assistance.
2. The Nurse will make a decision as to the next step, often in consultation with Global Doctor who are based in Dongguan and Guangzhou.
3. Parents/Caregivers will be contacted as soon as possible. All parents'/caregivers' contact points are listed with Reception, classroom teacher, Head of Primary and the Nurse. (Reception will maintain up-to-date, accurate emergency telephone contacts for students).
4. In all accidents, an incident form will be filled in by the attendant Nurse.
5. The Nurse will give a copy of the incident form to the student who has the responsibility of handing the document to their parents/caregivers. The Nurse will also maintain a copy in the student files in the clinic, and send a copy to the Head of Primary to keep in the student's record file.
6. Accidents will be monitored on a monthly basis by a meeting between the Heads of Primary/Secondary and the Nurse.



## Annual Camps

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Each year the students from Years 1-6 will attend camps of varying time frames and locations, depending on the level of activities proposed. These camps are organised and operated by our own China's New Horizons and they involve the students in a wide range of sporting, recreational, educational and community service activities.



## Additional Languages

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UISZ strives to make every student proficient in at least two languages. All students will have the knowledge of and the ability to use at least two languages, but not all of them to the same extent. The acquisition of language is seen as a continuum along which each individual student progresses at his/her own speed, therefore we provide two levels of Chinese instruction. We teach language through context and relate new information to existing knowledge. We accommodate different learning styles with differentiated instruction according to individual needs. Once a week students in Years 3-6 are supported by Korean and Chinese teaching staff in class during their unit of inquiry.

It is recognised that the acquisition of additional languages is a necessity in our ever changing, fast-paced world. The development of an additional language can help to develop intercultural awareness and tolerance and plays a key role in the holistic development of the student. The acquisition of an additional language can develop language skills that can assist students in acquiring further additional languages.

# Annual Awards & Certificates

UISZ recognises academic achievement, academic effort, and the qualities outlined in the IB Learner Profile through the presentation of Awards and Certificates. Awards and Certificates are presented to students on the last day of the Academic year during a final Assembly. Parents are encouraged to attend this important recognition of achievement.

KG			Learner Profile Award
Prep			Learner Profile Award
Y1	Academic Award	Academic Effort Award	Learner Profile Award
Y2	Academic Award	Academic Effort Award	Learner Profile Award
Y3	Academic Award	Academic Effort Award	Learner Profile Award
Y4	Academic Award	Academic Effort Award	Learner Profile Award
Y5	Academic Award	Academic Effort Award	Learner Profile Award
Y6	Academic Award	Academic Effort Award	Learner Profile Award

MUSIC AWARD	PE AWARD	CHINESE AWARD	HOUSE AWARD	ARTS AWARD
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## DESCRIPTION OF AWARDS



**Head of Primary Award:** The Head of Primary Award is presented to a student who has demonstrated a commitment and willingness to participate in the greater life of the Primary School, has consistently shown a desire to improve, embraced the IB Learner Profile and has been an exemplary role model for all students in the Primary School.

**Academic Award:** The Academic Award is presented to students who consistently produce work of high quality and/or have demonstrated a consistent effort in class throughout the year.

**Learner Profile Award:** The Learner Profile Award is presented to students who contribute to the greater life of the School and demonstrate the qualities of the Learner Profile.

**Specialist Subject Awards:** Specialist Subject Awards are presented to students who have consistently produced work of high quality, improvement or effort. One award is given for each subject area to each year.

**Learner Profile Awards:** for KG and P class are awarded to all students in these years.

## Appeals

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Any appeal must be made in writing to the Head of School within seven days of the date of the decision of the Disciplinary Committee.

On receipt of an appeal, the Head of School will forward it to the chairperson of the MDC. The MDC, either at a meeting or in circulation, will determine whether to consider the appeal itself or to nominate a Special Committee to consider the appeal.

The MDC or Special Committee will meet to consider the appeal within ten days of the date of the appeal and will provide its decision on the appeal in writing; that decision is final.

## Assemblies

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Assemblies for the Primary School are held on a weekly basis.

The purpose of these assemblies is to:

- recognise, celebrate and reward positive behaviour, academic effort and achievement
- to celebrate birthdays and special occasions, both locally and internationally
- provide an opportunity for groups of students to perform for their peers, something related to their studies or in relation to the IB Learner Profile theme
- to communicate important information to the school community
- to reinforce the School's expectations



# Assessment

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Assessment is a crucial part of all our teaching and learning. Teachers use a range of strategies to guide students through the five essential elements of learning: acquiring knowledge, understanding concepts, mastering skills, developing attitudes and deciding to take action.

The prime purpose of assessment in the PYP is to provide feedback on the learning process, ensuring teachers, students and parents have an accurate picture of what students are able to do, what their next steps should be and where extension or additional support may be required.

✓ **Student-centred assessment**

Students learn in different ways and each student is unique. Teachers use a variety of formative and summative assessment tasks to provide students with a range of opportunities in which they can share their learning. It may be, for example, an oral presentation, designing a poster, creating a board game, inventing a machine, performing a play, or writing a journal or a quiz. The aim is to provide all students with relevant opportunities to demonstrate what they know and what they can do.

✓ **Self and peer assessment**

The development of critical thinking skills is essential for higher order thinking. Taking students beyond just recalling facts, self and peer assessment requires them to reflect upon what they have seen, heard or done. From there, students and teachers can consider ways of taking learning further next time.

## **Primary Assessment Practices Throughout the Year:**

### Pre-Assessments

1. All teachers will assess students' prior knowledge and experience before embarking on new learning experiences.

### Formative Assessments

2. Through a variety of methods, ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked and provide feedback that is responsive to student needs and informs teaching practice.

### Summative Assessments

3. Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance. The assessment is designed



so that students can demonstrate their learning in authentic contexts and apply it in new ways.

4. Summative assessments may take a variety of formats (including, for example; presentations, reports, interactive sessions, checklists, essays, projects, etc.).

Examples of Formative Assessments (Ongoing)	Examples of Summative Assessments
<ul style="list-style-type: none"> <li>• PM Benchmarks</li> <li>• Jolly Phonics</li> <li>• Free Writes</li> <li>• Anecdotal Notes</li> <li>• Journal</li> <li>• Portfolios</li> <li>• Discussions</li> <li>• Teacher/Student meetings (e.g. Goal planning)</li> <li>• Quizzes (Spelling, Math)</li> <li>• Rocket Math</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Summative Assessments (Rubrics)</li> <li>• Writing Process (Writing Rubrics)</li> <li>• Portfolio Review</li> <li>• Reflections (Student/Teacher)</li> <li>• Action</li> <li>• Oxford English Language Assessment (ESOL students)</li> <li>• International School's Assessment (ISA)</li> </ul>

✓ **Portfolios**

Portfolios are developed by students and teachers as a way of documenting progress, reflecting on learning and setting new targets. They are used as a way of reporting progress to parents during student-led conferences.

✓ **Reporting Procedures and Parent Teacher Meetings**


Informal information mornings are held regularly to involve parents in the life of the School, keep them informed about the curriculum and to allow them to see for themselves the learning that is going on. At the end of each Unit of Inquiry, an End of Unit (Eou) is held to enable parents to view the work undertaken by the students and to gain a better understanding of the workings of PYP.

Written reports are issued twice a year- in December and June. Please refer to the School Calendar for exact dates. Formal Parent/Teacher conferences are held twice a year. The first one is held in October. Student Led/Three way conferences are held following the Chinese New Year Holiday. A meeting can be arranged at any other times with your child's classroom teacher via email or through the Student Communication Book.

✓ **Formalised Assessment Programme**

The Primary School have a number of regular formal language assessments. These include but are not limited to:

- ✎ *Writing Samples:* These occur three times per year and are designed to assess progress, throughout the year, in students' skills in writing. Results from these samples assist teachers in analysing students' individual needs.

-  **PM Reading Benchmark Tests:** These diagnostic assessments are conducted by the teacher with each individual student regularly throughout the year and are designed to assess students' comprehension and decoding levels in reading.



# B

## Break times

For students in Years 1-6 three break times are scheduled daily. The morning break is a 20-minute, allowing for students to eat a snack and play. The lunch break is a one-hour break, broken up into two half hour times; Lunch in the Canteen and playtime. The afternoon break is a 15-minute break, students are provided a fruit snack by the school at this time.

### Primary School Daily Schedule

	Daily Schedule
<b>Home Room (Wed. House Time)</b>	8:30 – 8:50
Period 1	8:50 – 9:40
Period 2	9:40 – 10:30
<b>Break</b>	10:30 – 10:50
Period 3	10:50 – 11:35 (Yrs. 1-3 Lunch) 11:4 (Yrs. 4-6)

<b>Lunch in the Canteen</b>	11:40 – 12:10
<b>Lunch Break</b>	12:10 – 12:40
Period 4	12:40– 1:35
Period 5	1:35– 2:30
<b>Break</b>	2:30 – 2:45
Period 6	2:45– 3:35 (Tues. and Thurs. CCAs)

Students in Kindergarten and P Class have regular supervised outside play. All outside break time activities are supervised by adults. Unless the weather is very bad, students are expected to go outside during break and after lunch. On days when a normal outside break is not appropriate, classes are able to use the covered basketball courts. Fresh fruit is made available for students during the afternoon break and a snack shop is open during morning breaks for the students to purchase healthy snacks.

## Buses

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UISZ provides a bus service to and from school. Buses arrive at school before 8:30am each day and depart at 3:40pm each afternoon. The bus service is coordinated through the administration office. All school buses are supervised by adult bus supervisors who are in mobile phone contact with both the School and parents at all times.

As a general rule the school expects students in Primary School to be dropped off at the bus pick up location and collected at the end of the school day by an adult (guardian). If a child is in years 3, 4, 5 or 6, parents may wish to have another arrangement. The school must have written permission from parents who wish to have their child dropped off and picked up without a guardian present

The following rules and expectations for acceptable behaviour of students from Utahloy International School Zengcheng who are using the school bus service, are to be followed:

5. All students are to stay seated while on the bus and to be wearing a correctly fitted seatbelt at all times.
6. All students are to promptly follow all directions given by the bus supervisor.
7. If students eat or drink while on the bus, they are to place their rubbish in the containers provided or remove the rubbish when they leave the bus.
8. All students are to treat everyone and everything on the bus with respect.

Where feasible, all UISZ buses are supervised. Student safety is an imperative. All buses must run on time and we respectfully ask for your assistance to ensure that our bus system does in fact, run safely, efficiently and effectively.

We ask that you discuss the above rules and expectations with your child and in particular that you emphasise safety and appropriate behaviour. Please also note the following important points:

- ✓ All students must be at the collection point on time to ensure the bus driver is able to keep to the pre-arranged schedule. Bus supervisors have been instructed to wait no more than three minutes after the scheduled time before asking the driver to continue.
- ✓ Please do not telephone the bus supervisor and ask them to wait longer than the allowed three minutes as we require all buses to be at school in time for the start of lessons.
- ✓ In situations where students do not follow the direction of the bus supervisor or the rules/expectations indicated above, we will require your assistance in ensuring your child modifies their inappropriate behaviour.

Bus Supervisors will maintain a Bus Behaviour Log which will record any student misbehaviour. This information will be passed on to senior administration within the School and serious and/or continued misbehaviour will result in the School contacting you and may result, in very serious cases, in suspension from the bus, as outlined in the Behaviour Contract.

If you wish to change the transport arrangements for your child, we ask parents to contact the bus controller, Ms Vicky, at least 24 hours in advance so that she can inform the appropriate staff.

We require all students and parents to complete a Behaviour Contract which can be found as an appendix to this manual.

## **Bring Your Own Device (BYOD) Policy**

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### UISZ Bring Your Own Device (BYOD) Policy

Utahloy International School Zengcheng (UISZ) operates a BYOD policy in which the students are expected to bring their own electronic device as part of their daily school equipment. UISZ firmly believes that technology should be integrated with teaching and learning throughout all subjects and learning environments. Today's students are already technology leaders. Technology that is used in daily lives can enhance the classroom learning experience and research tells us that there is increased engagement which leads to improved student success.

The goal of the BYOD program is to expand opportunities for 21st Century learning. However, students must use personally owned devices at school responsibly. It is imperative that students use their devices with respect for others and their property, and follow the Policies of the school.

Student devices can be used for a range of educational purposes, including: helping with self-management; completing classwork; accessing educational resources online; recording photographs, videos, and audio files and research based activities.

We believe that Tablet computers offer many educational opportunities to our students, while also being affordable, versatile, easy to maintain, lightweight and robust. We also understand that our older students will, at times, be required to complete work that is not convenient or possible on Tablet devices, and in this situation, a laptop computer is required. We provide parents with recommended tablet and laptop models for their children to use at school, however, parents are at liberty to make their own choice of Tablet and / or Laptop.

Hardware requirements for classes:

- Primary Years 3&4 are **permitted** to bring tablet computers or laptops for use in the classroom.
- Primary Year 5&6 are **required** to bring a tablet computer (iPad or Android) to school, but may choose to bring a laptop computer in addition. The screen size must be 7 inches or larger.
- Secondary Year 7&8 are **required** to bring a tablet computer (iPad or Android) to school, but may choose to bring a laptop computer in addition. The screen size must be 7 inches or larger.
- Secondary Years 9 – 12 are **required** to bring a laptop computer to school, but may choose to bring a tablet (iPad or Android) computer in addition.

Notes:

10. In order to use a device at UISZ, parents and students must have agreed to and signed a copy of the UISZ User agreement.
11. All devices and their use are governed by our ICT policy and User agreement, which must be signed by all students and parents prior to their admission to the school.

12. Students should always use the school's wireless network, not personal data plans, to access the web.
13. Wireless internet signal strength may vary depending on the location in the school and the number of devices simultaneously connecting to the network.
14. Students should bring devices fully charged to school. Access to electrical outlets for charging may be available but should not be expected.
15. The school will not bear financial responsibility for lost or stolen devices. The school will educate students in safe storage and security of their device. Lost or stolen devices will be dealt with according to normal practices for lost /stolen items.
16. The school does not bear any responsibility for any physical damage or data loss, including damage/data loss resulting from connecting devices to the school's wireless network or power outlets.
17. School staff, including Technology staff, are not responsible for the maintenance of BYOD devices and will not configure, troubleshoot, or repair student devices.
18. School officials may read, examine, or inspect the contents of any personal device upon reasonable suspicion that the contents or recent utilisation of the device contains evidence of a violation of these or other rules and policies, as well as any local laws.

## C

### **Caring, Supportive and Family Environment**

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The School staff members are committed to providing a welcoming environment where every child feels valued and supported. A range of pastoral care programmes provide support for our student community. All members of the Utahloy community are expected to contribute positively to the learning environment by respecting, caring and supporting each other and the physical environment. This also extends to respect and courtesy for all teaching, support and administration staff, who are all members of the Utahloy community. We believe it is essential that all staff, parents and students model respectful and caring behaviour and attitudes.

### **Celebrations**

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At the end of each Unit of Inquiry, parents and family friends will be invited to attend a celebratory assembly or event in the Primary School. This is an opportunity for parents to view the work produced by the students during the current Unit of Inquiry; network with other parents; and attend one of our regular parent information sessions where the school provides information to parents, which enhances their understanding of the PYP. The information sessions are followed by parent morning teas, allowing parents to network together.

Annual Whole School celebrations/festivities include; Chinese New Year, Arts and Science Day, Swim Gala, Athletics Day, International Day, Halloween, Winter Concert, Spring Concert and the Whole School Assembly.



## Classroom Routines

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Early in the year, teachers and students establish their daily classroom routines. This includes where to return home reading books and communication books, returning notes and order forms, and organising books and materials for the day. Age-appropriate organisational and time management skills are modelled and, where applicable, explicitly taught to further develop independence. For a KG child this may involve unpacking their bag and putting things in the assigned place, whereas for Year 4 it may be working on an independent reading contract. For each year level, an agreed set of classroom expectations, called an 'Essential Agreement' is decided upon jointly by the teacher and students.

## Class Size

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UISZ believes that class sizes influence the quality of teaching and learning; thus a maximum class size is set in all cases. Class sizes will not be allowed to exceed 22 except in exceptional circumstances approved by the Head of School.

## Communication

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Every student is given a 'Communication Book' which should be brought home by the student each day. Please check for any notes or communication from the School

and return the book with the student the following day. If parents or caregivers have any comments, questions or concerns they should write in the Communication Book –which is checked regularly by the class teacher.

### **Parents contacting school**

Calls should be made to our staff only during Business Hours, from 8:00AM until 5:00PM Monday to Friday, except on Public Holidays. Messages can be left on answering machines in both the School Administration Office +86 2082913201 as well as the Boarding School Office on +86 2082909222.

In the case of an emergency or an urgent matter regarding your Child in the Boarding School (either 5 day, 7 day or flexi-boarder), you may contact a hotline mobile number: (+85)18028088725 or – (+85) 18028088720. The staff member will be able to speak both English and Chinese. Please be aware that this is for very urgent matters only.

It is important to follow the guidelines and please do not phone staff on their private mobile numbers or outside of business hours. You are also welcome to email your question to [uiszc@uiszc.org](mailto:uiszc@uiszc.org). This email address is checked every work day and your email will be answered quickly.

## **Counselling**

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School Counselling is a supportive service offered to students by many international schools. The School Counsellor is available during school time to help students address concerns that may be affecting their behaviour and schoolwork. The School Counsellor is someone who understands the issues that young people face with growing up and developing as a person, making choices, improving relationships and coping with transition and changes. Students know they can trust the Counsellor to work collaboratively to find a way to aid their personal growth. Some students worry that seeing the Counsellor means they cannot cope or that others will think they are in trouble. A School Counsellor is there to try to create a positive environment for everyone.

### **How can the School Counsellor help?**

Talking to a Counsellor can improve self-awareness, self-acceptance, and help students cope in school and life more effectively. If something is worrying a student, they can tell the Counsellor their thoughts and feelings. The Counsellor will listen and discuss possible solutions with them. The Counsellor may provide the students with information, but will avoid giving advice or trying to impose values on them. Students know that the Counsellor will not judge them and that all conversations are confidential, unless the Counsellor feels that the student is in danger of harming themselves or others. The Counsellor also liaises with Boarding School staff and other school staff if appropriate in order to help support the students in a caring educational community.



### **How does a student get to see a School Counsellor?**

Students may go see the Counsellor for counselling support during the school day. Students can visit the Counsellor individually or in small groups during break or lunch. The School Counsellor's office is located in the Secondary School.

Students may be referred to the school counsellor by a parent/guardian, teacher, administrator, boarding staff, counsellor, or by the student themselves. When

referred for counselling, the

counsellor will then meet with the student on a casual basis to assess further need and options for support. When appropriate, the counsellor will inform the parents of regular meetings with a student. When informed of a plan for the counsellor to meet regularly with a student, a parent should sign a UISZ counselling informed consent form.



### **What issues can School Counsellors**

#### **help with?**

**Personal/Social/Emotional issues:** family issues, stress, illness, loss or bereavement, difficulties with friendship, any kinds of harassment (including sexual harassment) or teasing/bullying, transition to a new school and other changes, anger or mood swings, drug use, eating problems, or problems with cultural values and expectations.

**Educational/Academic issues:** study skills, organization and scheduling, relationships with teachers and other students.

## **The Curriculum**



### **International Baccalaureate Primary Years Programme (PYP)**

*The PYP is designed for students between the ages of 3-11 years old.*

The educational framework of this programme is based upon what is currently known about how young children learn, and draws on the best practices in primary education.

It requires all teachers in the School to plan units of inquiry and lessons collaboratively around six important trans-disciplinary themes. The collaboration facilitates a carefully thought-out and sequential development of concepts, skills, knowledge and attitudes, while the organising themes provide both students and

teachers with a rich and inviting learning environment in which they can explore. In brief, the six trans-disciplinary themes are: *Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organise ourselves; and How we share the planet.*



In the PYP, students are taught to understand that learning is about asking questions and looking for

answers, which in turn may generate new and, perhaps, more complex questions in need of answers. As teachers work with students through this programme of guided inquiry, they also help them understand what their relationship and responsibility is towards what they are learning. The IB Learner Profile is central to the PYP and describes the attributes that are valued in students being inquirers, thinkers, communicators, courageous, knowledgeable, principled, caring, open-minded, well-balanced, and reflective.



# D

## Daily Organization

Early Childhood classes commence at 8:30 am and finish at 3.35pm.



The class schedule for our Early Years students is slightly different to the Primary School. This is reflective of their age and programmes offered. All snacks and the mid day meals are served in the Early Years building, supervised by the Early Years staff.

School commences at 8.30am, Monday – Friday for all students in Years 1-12. School finishes at 3.35pm Monday – Friday for all Primary and Secondary students.

Classroom teachers send home timetables early in the year, showing the times of specific lessons. Students in the Early Childhood and Primary classes spend the majority of their time with their class teacher.

Specialist subjects are taught by appropriately qualified and experienced staff.

Specialist subjects include:

- ✓ Physical Education (PE)

- ✓ Music
- ✓ Chinese Language A and B

Mother Tongue lessons will be available when the numbers in any language group are sufficient to employ a Mother Tongue teacher. If any parent is a trained teacher and would like to help the School with the provision of Mother Tongue lessons, they are invited to make an appointment with the Head of Primary or Head of School to discuss the possibilities.

## Discipline

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### **Primary Behaviour Management System (From year 1 to year 6)**

#### **Aims**

Our main objective is to use praise, to help and encourage every child to achieve their best at every stage and in every aspect of their development. Working in partnership with pupils, parents, carers and the wider community we strive to encourage students to identify with the PYP (Primary Years Programme) attitudes and IB Learner Profile. By creating a positive and safe school community our pupils will learn to value themselves and others. We pride ourselves on being a growth minded and inclusive school where everyone is given the opportunity to learn and grow.

#### **IB-PYP Attitudes and Learner Profile**

The aim of the PYP attitudes and learner profile is to develop internationally minded people who, recognising their humanity and shared guardianship of the planet, help to create a more peaceful world. Promoting these attitudes throughout the school encourages positive behaviour.

Attitudes: IB learners develop these attitudes: **Appreciation, Tolerance, Respect, Integrity, Independence, Enthusiasm, Empathy, Curiosity, Creativity, Cooperation, Confidence, Commitment.**

Profile: IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced & Reflective.

Classroom Essential Agreements and Primary School Golden Rules have been created and agreed to by students. These rules are clearly displayed within the classrooms.

#### **Classroom Essential Agreements:**

**We are kind**

**We are responsible**

**We are principled**  
**We are respectful**  
**We are caring**

### **Golden Rules – “In our school...”**

1. We treat others as we would like to be treated ourselves.
2. We respect everyone and everything in our environment.
3. We understand that making mistakes is part of learning.
4. We are honest and we take responsibility for our choices.
5. We listen to the speaker and communicate with each other respectfully.

### **Positive behaviour:**

We promote a growth minded school ethos in order to give everyone the opportunity to realise the highest standards of behaviour and achievement. Children should demonstrate and be recognised for showing full awareness of their responsibilities to themselves and others to create a safe and positive learning environment. Children will receive “mastery based” feedback that highlights their effort and the strategies/processes they used rather than focusing on specific outcomes (e.g. “you found a good method of finding that answer” or “you kept working until you completed the task”).

### **Recognising and rewarding prosocial behaviour:**

All staff and students are members of one of the four Houses: Earth, Wind, Fire & Water. When students demonstrate positive behaviour they are rewarded through House Points. Students are publicly awarded Bronze, Silver, Gold and Platinum certificates when they reach a certain number of house points. “Star of the Week” certificates and IB Learner Profile awards are awarded to students demonstrating the PYP attitudes and attributes. The positive behaviour of all students is actively recognised and celebrated through a 40 minute Golden Time session on a Friday afternoon.

Positive classroom management techniques and strategies are used to promote and celebrate prosocial behaviour within our school. However, we accept that learners also make mistakes and there are a set of clear rules and consequences that enable learners to reflect and change inappropriate behaviour.

### **Type 1: Behaviour that interferes with learning:**

Staff will deal with minor behavioural issues through the use of the steps outlined below. Examples of behaviour that would warrant using the three steps include: repeated low level disruptive behaviour, e.g. talking out of turn, not following instructions reasonably (minor behaviours that are contrary to the class golden rules or behaviours that do not meet the expectations of the IB learner profile and attitudes).

1. **First** time a student misbehaves. A verbal warning is given and the student is given an opportunity to take responsibility and correct their behavior.
2. **Second** time a student misbehaves. A **yellow card** is handed to the student/placed on the desk in front of them. This step gives the student a second opportunity to correct the negative behavior themselves.
3. **Third** time a student misbehaves. An **orange card** is handed to the student/placed on the desk in front of them. As a result of the orange card, the student will miss the next break or 15 minutes of lunch break to complete reflection time. *Parents will receive an email through email regarding the monitor point.*

## **Type 2: Antisocial behaviour:**

One of the main strengths of our school is our ability to forge and maintain positive relationships with our students and not to take their behaviour personally. We maintain positive behaviour best when we greet students, give them specific feedback about what they are doing right, and have clear, specific expectations in our classrooms and around school. We are an inclusive school where everyone is proud to belong and we celebrate individualism. Antisocial behaviour that affects another person's wellbeing is managed through this system.

The antisocial behaviour is known to have a negative impact on student and staff wellbeing. Students displaying these types of behaviour will receive consequences specific to their action and numbers of incidents, this may lead to students being given a **Red Card**.

Abusive or threatening behaviour (including written, cyber or verbal), physical assault (deliberate kicking, punching, hitting etc) or deliberately damaging property are taken extremely seriously. Any of these behaviours will result in a red card being shown. The student will be removed from the situation and dealt with by an independent member of SLT immediately. Red cards are rarely used and represent a serious breach of the rules. Incidents will be investigated fully and outcomes recorded on the schoolbase system. The UISZ Primary Behaviour Rubric ensures all students are treated the same and to help them be clear about the consequences of their actions. Thorough investigations will take place and parents will be asked to come and meet with relevant members of the Primary Senior Leadership team.

### **Persistent unacceptable behaviour**

Teacher concerned will send a note home in communication book or an e-mail about behaviour / incident to parents (Head of Primary should be informed)

Informal meeting, discussion with parents (with class teachers and Head of Primary or Head of Early Years involved)

Discussion of implementing Behavioural Management Plan

Students can be asked to work in another classroom under a 'buddy' system to allow both time and space for reflection

## Strategies

Head of Primary informed immediately

Formal meeting with Head of Primary (student)

“Time out” with Head of Primary supervision

Parents may be invited into school for formal discussion with Head of Primary

Behavioural Management plan agreed involving school and parents

Behaviour contract, supervised by Head of Primary

Exclusion

Persistent behavioural issues may result in the child being supported by the Counsellor, to investigate whether there is some underlying cause to the child’s behaviour.

All Red Card incidents will be recorded on SchoolBase as a ‘Serious Incident Report’

## Reflection Time:

For those students who have received an orange or red card for their behavior, a 15 minute reflection will be given at break. This time will be supervised by a member of SLT and used as a time for the student to reflect on how their choice of behavior resulted in an orange card being issued. A “Think about it form” will be completed by the student during this time. Reflection time may also take place during the Golden Time session on a Friday as detailed in the behavior rubric below.

## Report Cards:

**1st report card - Yellow:** Students are put on a report by their class teacher in consultation with the **PYP coordinator and school counsellor**. A yellow report card will be issued when a child receives 3 monitor points within a semester or for children receiving a red card. The report card identifies specific and measurable targets for the week. Parents will be invited into school for an interview at this time to work in partnership with staff and agree targets for the plan. The report card must be signed daily by parents/boarding supervisor and monitored by the **PYP Coordinator**. The report card will be for an initial period of one week.

**2nd report card - Red:** If the yellow report card has not been successful, or for continual and/or serious offences or concerns in behavior, students will be placed on Red Report and report to the **Head of Primary**. Parents must come to school to be part of the target setting and reporting. This red report card must be signed daily by parents/deputy head of boarding.

In cases of persistent unacceptable behaviour (Red Card), and where the other sanctions/ strategies listed above have been exhausted the matter will be referred to the Head of School, who reserves the right to engage the discipline committee to discuss possible exclusion of the student.

## **Disciplinary Committee:**

The Disciplinary Committee of the school will be consulted on request of the Head of the School. Without prejudice to other sanctions, he/she may be able to give up to three days of suspension in order to give time for the committee to convene.

This Board is composed of one or more members of the Head of Primary School, PYP coordinator, Class Teacher, School Counsellor, the Head of the School or his representative or a member of management, members of faculty as well as one or more representatives of the parents of the student.

The Parent / Guardian of the student concerned will be convened by email, letter or telephone at least 2 days before the meeting of the Disciplinary Board. The notification will put forward the objections against the student, the means at the disposal of the student to present his or her defence, his or her right to consult his or her file.

The Parent / Guardian of the student in question will be able to be heard upon the request of the Head of School and the Disciplinary Board. On the day of the meeting, the student will be invited to provide all the explanations which he or she will judge useful in clarifying the debate.

On the basis of these explanations, those of the Parent/Guardian or a representative, the Disciplinary Board will impose the sanction which it will consider justified.

The Disciplinary Board decision will be notified to the student and to his or her Parent / Guardian on the same day and confirmed by letter/email. The student and, if necessary, his or her guardian, will have a 7 day deadline as from the notification to appeal. Any sanction will be notified in the student's file and will be erased at the end of two years, except in case of expulsion. The sanction will be kept on file by the School Counsellor.

## **Restorative Justice**

Students will always be given the opportunity to talk about their behaviour, the situation or incident and encouraged to find ways to resolve any issues.

If there is a dispute between children, all those involved will be listened to and have an opportunity to express their feelings in the presence of a mediator/staff member. Where necessary a translator will be used to help give all children the chance to express their point of view and understand what is being said to them. For incidents at Level 2 and 3, a staff translator will be used.

Children will be encouraged to find ways to make amends for their actions.

E.g. discussing the emotional effect on others of the behaviour, writing an apology, fixing or replacing something they have broken, helping the victim in an appropriate way, playing with someone they have had a disagreement with.

## **Anti-Bullying Policy**

Utahloy International School Zengcheng expects that all members of the school community, Board members, employees, parents and students, will contribute to an atmosphere in the School that is characterised by the values of respect, tolerance and fairness.



All members of the community have the right to expect that the School is free of bullying and harassment. The School does not tolerate any form of harassment or bullying as it violates all of the principles of UISZ and 'The Utahloy Way'.

### **What is Bullying?**

Bullying is a widespread and serious problem that can happen anywhere. It is not a "phase" students go through, it is not "just messing around", and it is not something that someone grows out of. Bullying can cause serious and lasting harm.

Although definitions of bullying vary, most agree that bullying involves:

- ✓ **Imbalance of Power:** People who bully use their power to control or harm and the people being bullied may have a hard time defending themselves.
- ✓ **Intent to Cause Harm:** Actions done by accident are not bullying; the person bullying has a goal to cause harm.
- ✓ **Repetition:** Incidents of bullying happen to the same the person over and over by the same person or group.

### **Types of Bullying:**

Bullying can take many forms. An act of bullying may fit into more than one of the groups listed below.

Examples include:

- ✓ **Verbal:** name-calling, teasing
- ✓ **Social:** spreading rumours, leaving people out on purpose, breaking up friendships
- ✓ **Physical:** hitting, punching, shoving etc.
- ✓ **Sexual harassment:** verbal intimidation, touching someone or engaging in sexual acts
  
- ✓ **Cyberbullying:** using the Internet, mobile phones or other digital technologies to harm, humiliate, gossip about others.

Bullying by students will be dealt with according to the School's disciplinary procedures. Students affected by the bullying incident will take part in restorative practices. Any student who persistently bullies will be subject to suspension and possible expulsion from the School.

### **What should you do if you are bullied?**

Bullying is completely unacceptable at UISZ and in the broader community in general. If you are experiencing any kind of bullying or you know of anyone who is experiencing bullying you should seek help from the School Counsellor. You can also speak to any member of the teaching staff you feel comfortable with. Our staff will ensure your safety and the wellbeing of school members. Do not be afraid, seek help.

### 5 Finger Strategy for Bullying

1. Ignore
  2. Move Away
  3. Say - "Please leave me alone!"
  4. Put your hand out and say "Stop!"
  5. Tell a teacher
- 

# E

## ESOL



All students' English abilities are assessed at the beginning of the school year and those results, along with teacher discretion, determine the level of assistance required. The assistance offered will vary greatly depending upon the needs of the student and students will spend varying lengths of time throughout the year with the ESOL specialists.

Students work with specially trained ESOL teachers in a small group or in the classroom. ESOL teachers consult the appropriate class teachers regularly on student progress and ensure that the appropriate additional support is available.

The school has a referral system for students requiring additional support. This consists of a referral form followed by an IEP (Individual Education Plan) which is formulated by the classroom teacher in consultation with the Head of Primary, ESOL teacher, PYP coordinator and SEN Coordinator where necessary. We recognise that parental involvement is vital in this process and parents will be kept informed during this process.

# F

## Field Trips



Field Trips are an important part of the overall school curriculum. The benefits for students include: the opportunity to apply their learning in a new environment, taking responsibility for their learning, using our surroundings to enhance the learning of students, interacting with their peers and their teachers in a different setting.

Field Trips are planned to support the Programme of Inquiry and are designed to provide optimum learning experiences. Activities and observations from Field Trips then form the basis for further learning in the classroom. Shared experiences enable students to engage in discussion with their classmates and to participate fully in follow up activities.

# G

## Grievance Procedures

### **Complaints regarding educational matters**

Parents who have complaints on any matters regarding their child's education should follow these procedures:

1. Discuss the concern with the class or subject teacher.
2. If not satisfied, discuss the complaint with the PYP Coordinator.
3. If still not satisfied, arrange a meeting with the Head of Primary.

### **Other complaints**

Parents who have complaints on any other matters regarding the School in general should follow these procedures:

1. Discuss the concern with the Head of Primary.
2. If still not satisfied, arrange a meeting with the Head of School.

# H

## Health Services

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A clinic, staffed by two nurses, is located near the front office and provides services to all students. A log is kept of all treatments and the Nurse notifies the Head of Primary accordingly of all incidents/treatment. The nurses are employed by the 'Global Doctor Clinic' and have access to immediate support from doctors at the clinic, if necessary.

### **Illness:**

It is important that parents keep their children home if they are sick. UISZ maintains a 'fever free' environment and will send students home if they have a temperature over 37.5 degrees Celsius. By following this procedure we are able to maintain a healthy environment for all and minimise flu infections.

### **Injuries:**

The School Nurse will contact the Head of Primary and parents in the event of an injury or illness. In the event of a serious injury or illness, parents will be contacted so that we can transport the student, if necessary, to a hospital or medical clinic for further treatment. Usually, the Nurse will accompany the student to the facility and meet the parents there.

### **Medication at School:**

Parents who wish the School Nurse to administer medication during school hours are asked to send a note with the student's name, reason for giving the medicine, dosage, time and duration. All medicines must be in their original container and clearly labelled in English and/or Chinese. A few 'over the counter' medications (e.g. Panadol) are available and can be given if parent permission is on file.

# Home and School Communications



UISZ has a variety of strategies to ensure that parents remain informed of student progress and are aware of school events. Publications include the following:

- ✓ PYP and classroom newsletters reviewing classroom and whole school events, at the start of every Unit of Inquiry.
- ✓ Notification of special events by newsletter and email with the letter also being posted on the School's website and translated into Chinese and Korean, where possible
- ✓ Weekly class updates through WeChat, Clasdojo or SeeSaw
- ✓ A weekly calendar listing upcoming events, also posted on the school website
- ✓ a newly designed website with up to date information
- ✓ Student Communication Books
- ✓ Online updates of school events
- ✓ Annual Year Book

## Homework

Homework is given for an educational purpose - it may:

- ✓ assist student learning
- ✓ develop student responsibility
- ✓ provide extension learning
- ✓ encourage independent learning skills
- ✓ allow internalising and review of daily work
- ✓ provide meaningful assignments that ensure Information, Literacy and other subject skills are practised
- ✓ help student, parent and teacher monitor progress or the level of support needed
- ✓ provide the time needed to complete assigned work

Homework includes such activities as:

- home reading, including keeping a record of what has been read

- weekly spelling words and word study activities
- activities to support the current Unit of Inquiry
- practice or further extension of skills developed during class time
- unfinished work from the classroom that can be completed with minimal adult support required

Homework is prepared by the class teachers or subject specialists and is designed to provide opportunities for all students to enjoy success. If you feel that the amount or level of homework is not suitable, please discuss with your child's teacher ways that you can provide either additional support or further extension activities at home.

#### **Time Allocation Guidelines:**

Kindergarten	up to 20 minutes per night
Year 1-2	30 minutes per night
Year 3-4	35-45 minutes per night
Year 5-6	45 minutes per night

Parents are also recommended to:

- ✓ make a commitment to listen daily to their child talk about his/her schoolwork and to give their child some time each evening when she/he has their undivided attention.
- ✓ provide a place, with proper supplies, at a regular time when their child can study without distraction from television, telephone or siblings
- ✓ encourage their child to ask questions about homework assignments before she/he leaves school to ensure they clearly understand what is required
- ✓ check with their child to see that every assignment is complete and is his/her best effort; ask their child's opinion of the completed task; decide together whether it is a quality piece of work and why
- ✓ be sure to check with their child frequently on his/her progress on long-term assignments; discuss why it is best not to leave these to the last minute
- ✓ help their child to develop a system or set aside a place for completed homework so that she/he remembers to bring it to school each day

In all of the above, parents are encouraged to let their child take responsibility for his/her homework assignments but clearly indicate that they are there to support him/her when needed. In addition to assignments, all students are expected to read for relaxation and pleasure every day. All children are motivated by parental interest in their reading.

Parents are encouraged to:

- ✓ show their interest by asking their child(ren) about the books s/he chooses
- ✓ read to, and with, their younger children every day
- ✓ visit the School Library with their child and help them choose from the selection of books to borrow for use at home

## Houses

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All students and teachers will be allocated to a House. Throughout the year, there is a range of activities in which students represent their House. All Primary students are involved in weekly House Activities. The four houses are: Wind, Fire, Water and Earth.

## L

## Lateness to School

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Any students arriving at school after 8.40am in the morning must report to the reception area and:

- i) present a note to the receptionist signed by a Parent/Guardian explaining the late arrival; this does not have to be provided for late bus arrivals
- ii) a Late Note will be given to the student to hand to their class teacher
- iii) email or call the Primary Reception to inform us of your child's lateness or absence at school.

## Learning Support

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As with any educational setting, we can expect to find students with specific learning needs within our school. The term 'Special Needs' encompasses such areas as Physical and Intellectual Disabilities and Impairments, Learning Difficulties and

Disabilities, Challenging Behaviours through to Gifted and Talented. Sometimes we have prior knowledge of the particular Special Needs via parent information before enrolment, however often we are not aware of student's requirements until they are immersed in the School. A lack of English sometimes masks specific learning needs. When a teacher suspects there may be an issue, a referral form is completed and the assessment process follows. Intervention, where necessary, may range from teacher modification of tasks through to parents hiring a Learning Support Assistant to enable the student to access a suitable curriculum. An Individual Education Programme is implemented for students with Special Needs and parents, teachers, Learning Support Assistants and, where appropriate, students are involved in forming these programmes.

## Leaving School during the Day

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Any student wishing to leave school early, must bring a note on that day, signed by a Parent/Guardian, indicating the date, time and reason for the early departure. A note must be signed by the Head of Primary and a staff member from the front office. It is to be shown to the class teacher and presented to security staff prior to leaving the School. Students will not be able to leave the School if these procedures are not followed. If the student is required to leave early due to unforeseen circumstances, such as illness or injury or a special request from a Parent/Guardian, and does not have a note, the approval to leave can only be granted by the Head of Primary.

## The Library

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The Library at Utahloy International School is the focal point for learning. As such its use reinforces the broader goals of the School. These goals include the fostering of lifelong learning and of reading for pleasure, the fostering of critical thinking skills, especially with regard to electronic information media, and emphasising the need for students to understand the processes involved in knowledge creation.

### **Aims of the Library Programme:**

Specifically, Library programmes seek to:

- ✓ promote reading and learning for pleasure
- ✓ encourage the practice of using information from many sources
- ✓ foster the six step research method, to respect copyright and to promote original work
- ✓ encourage an awareness of appropriate citation styles
- ✓ assist students through information finding tasks that enable them to critically evaluate and to work effectively with data
- ✓ encourage the integration of emerging technologies and traditional resources



In the Primary School there are timetabled sessions. In addition to borrowing time, it is an opportunity to introduce students to different aspects of literature, teach specific information skills, or allow students time to locate resources independently for research.

**Library book check out restrictions:**

- ✓ Year 1- one week
- ✓ Year 2 – two weeks
- ✓ Students cannot borrow further books until the currently issued books have been returned.
- ✓ Years 3-6 - Up to 4 library books can be checked out for a 3 week period. Books must be returned or renewed by the stamped due date.

Students are responsible for all books checked out to them. Any books that are lost, not returned or damaged beyond repair will need to be replaced at the student's expense. Where a student loses or fails to return a library book the following procedure will be put in place:

- ✓ Lists of students with overdue/lost books will be given to the Primary classroom teacher to follow up.
- ✓ For all students, if a book is deemed lost by the Librarian, they will send a notification to the Head of Finance as to the cost of replacing the book. This amount will be added to the student's outstanding school fees.

We are keen to develop our collection of material in Mother Tongue languages and welcome any ideas for specific books that parents recommend we add.

## Lost Property

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Lost property is stored in the Primary reception area. Labelled items will be returned to students. From time to time announcements are made in the daily notices to remind students to collect lost items. Unclaimed items will be donated to charitable organisations. Please ensure that all PE uniform, jumpers, jackets, drink bottles and lunchboxes are clearly labelled.

## Lunches, snacks and breaks

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Students in Kindergarten to Year 6 classes are provided with lunch each day. The menu provides a variety of healthy and nutritious foods. We are able to accommodate a range of dietary requirements (e.g. allergies to dairy products; vegetarian). Parents are asked to inform their child's classroom teacher about any foods that she/he must not have, especially in the case of allergies. Parents should also contact the School Nurse if there is a likelihood of any severe reactions.

Water dispensers are placed around the School. Parents are asked to ensure that their child has a refillable and clearly labelled non-breakable drink bottle.

Parents are asked to send some healthy snack food with their child each day. In order to promote a healthy lifestyle and optimum learning the School recommends nutritious foods and discourages crisps, sweets and high-sugar content foods. Fresh fruit is provided in the restaurant each day. There is a snack kiosk on campus where students can purchase healthy snacks, drinks and noodles.

# M

## Mobile Telephones

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Given the School's locality and the need for many of our students to contact their parents on their return home, mobile phones and watches with SIM cards, can be brought to school. Primary students who bring a mobile phone to school should keep them in their bags for the school day. If phones are used in the day, they will be confiscated by the class teacher for the remainder of the day.

# P

## Package Deliveries

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**Students**– Students are **not permitted** to order items online and have them delivered to school. In the case of extenuating circumstances, permission must be sought from relevant Head of Section PRIOR to placing an online order. Written permission by parents is required for any packages that are sent to Boarding students. The packages should be received by Reception staff and transferred up to the Boarding School. The package must be open by the student in the presence of a boarding staff member.

# Parents Contacting Children/Bringing Things in for Pupils

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Parents should only be leaving messages for their child in an emergency.

Reasons for parents to be leaving a message could include:

- ✓ a change in after school collection arrangements
- ✓ family issues

Messages in these circumstances will be communicated to the pupils as soon as practical by the relevant secretary.

## Personal Items at School

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Students are permitted to bring personal items to school (including mobile phones, iPods etc.). However, the following guidelines apply:

- ✓ All personal items brought to school must be used appropriately and may only be used with the teacher's permission.
- ✓ Telephones must be turned off during the school day.
- ✓ Students who abuse the above privileges will have their personal items confiscated for either the school day or a twenty-four hour period. Parents will be notified of any confiscation.
- ✓ **The School will not assume responsibility for any loss of students' personal items**

## Punctuality

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Punctuality is regarded as an important aspect of the rounded education that a student will obtain at UISZ. Therefore late arrival of students to school or to class is unacceptable without a reasonable excuse. Persistent abuse of this rule will result in consequences which may include contacting parents or the Head of Boarding. Staff are required to ensure that students are punctual to lessons; sanctions should be imposed on regular offenders according to the Positive Behaviour Policy.

## Pupils Telephoning Home

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Pupils should only be calling home in cases of extremely important situations and only after having the permission from the Head of Primary. All calls made home are via the Primary Assistant to the Head of Primary.

Reasons for using the school phones to call home could include:

- missing the school bus
- forgetting necessary equipment for class

Staff can help by setting expectations in this respect and not allowing pupils to go to the secretary to make calls home.

# R

## Restricted Items

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The following items are forbidden at UISZ:

- Alcohol
- Narcotic drugs
- Cigarettes
- Solvents
- Pornography
- Dangerous implements (e.g. razor blades, knives, syringes, firearms)

There is no justification for having any of these items on the School premises. Depending upon the circumstances, students found with these items in their possession will be referred to the Head of School. In these cases the Head of School reserves the right to convene the Disciplinary Committee as outlined in the secondary section of this handbook. Very serious breaches may result in suspension or expulsion.

# S

## School Uniform

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The new UISZ uniform will be introduced during this school year, allowing for a grace period for students until the new uniforms have arrived. School uniform will be available for purchase from the school secretaries or online.

## Uniform Policy

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The UISZ uniform policy is set for K1 to Year 10. There is no set uniform for Year 11 and 12, but students are expected to dress in a respectful manner, being mindful of the School as a learning institution.

- ✓ Where set, the full and correct school uniform is to be worn in its entirety (not only parts) all day, to and from school.
- ✓ Uniform items must be purchased from the School Uniform Shop, and available in school through the Reception desk. A price list and order form is available there.
- ✓ It is advised that all uniform items are marked with student's name.

### **The official uniform for K1 to Year 3 is:**

#### **BOYS:**

- ✓ Green polo t-shirts (short sleeves for summer, long sleeves for winter) with the school logo can be worn loose.
- ✓ Grey school shorts or long grey trousers must be worn.
- ✓ Students can wear PE uniform on days when they have PE lessons.
- ✓ Black socks and shoes must be worn. Belts in black or grey colour can be worn.
- ✓ School cap with official logo must be worn when playing outdoors during break and lunchtime.
- ✓ Cold weather approved items: Grey school hoodie, grey cardigan and black school winter jacket, all with the official school logo. Maroon hooded school sports sweatshirt may be worn. Only Maroon or grey scarves with school logo are permitted.

#### **GIRLS:**

- ✓ Green polo t-shirts (short sleeves for summer, long sleeves for winter) with the school logo can be worn loose.
- ✓ Grey school shorts (or long grey trousers) must be worn.
- ✓ Students can wear PE uniform on days when they have PE lessons.
- ✓ Black socks and shoes must be worn.
- ✓ School cap with official logo must be worn when playing outdoors during break and lunchtime.
- ✓ Cold weather approved items: Full black leggings or full stockings, Grey school hoodie, grey cardigan and black winter school jacket, all with the official school logo. Maroon hooded school sports sweatshirt may be worn. Only Maroon or grey scarves with school logo are permitted.

### **The official uniform for Year 4 to Year 6 is:**

#### **BOYS:**

- ✓ White polo t-shirts (short sleeves for summer, long sleeves for winter) with the school logo can be worn loose.
- ✓ Grey school shorts or long grey trousers must be worn.
- ✓ Students can wear PE uniform on days when they have PE lessons.

- ✓ Black socks and shoes must be worn. Belts in black or grey colour can be worn.
- ✓ School cap with official logo must be worn when playing outdoors during break and lunchtime.
- ✓ Cold weather approved items: Grey school hoodie, grey cardigan and black school winter jacket, all with the official school logo. Maroon hooded school sports sweatshirt may be worn. Only Maroon or grey scarves with school logo are permitted.

#### **GIRLS:**

- ✓ White polo t-shirts (short sleeves for summer, long sleeves for winter) with the school logo can be worn loose.
- ✓ Grey school skorts (or long grey trousers) must be worn.
- ✓ Students can wear PE uniform on days when they have PE lessons.
- ✓ Black socks and shoes must be worn.
- ✓ School cap with official logo must be worn when playing outdoors during break and lunchtime.
- ✓ Cold weather approved items: Full black leggings or full stockings, Grey school hoodie, grey cardigan and black winter school jacket, all with the official school logo. Maroon hooded school sports sweatshirt may be worn. Only Maroon or grey scarves with school logo are permitted.

## **School Nurse and Accident Procedures**

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The school nurses are employed, trained and directed in the first instance by Global Doctor organization based out of Guangzhou. The school nurses keep records of every accident or case of illness; these records contain details of the incident and the action taken. The nurses will be in the school nurses' clinic in the Secondary building during the school day, or if away from the room, they will leave a notice indicating their location. At lunchtime one of the two nurses will be at the Primary building to attend to any incidents that may occur while the children are at play.

The nurses will deal in the first instance, with any injuries sustained by members of the school community while on the school site. However, if a staff member is first on the scene of an accident or injury, they will call for the Nurse and render any first aid as necessary, given the situation. After every incident dealt with by the school nurses, they will contact the parents if they deem necessary, to inform them of the incident and any recommendations for follow up which the parents should undertake. Parents are welcome to call the Nurse to discuss any health issue related to their child at any time. They are also encouraged to make an appointment which ensures that they avoid busy times and that preparations can be made prior to the visit.

## Medical Confidentiality

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Students should feel able to approach the Nurse to discuss any relevant issue. Where it is clear that an issue could cause harm to an individual or group of the school community, the Nurse should discuss the issue with the appropriate Deputy Head of School. At all other times, matters discussed between the Nurse and a student are to remain confidential.

### ***Serious accident, injury or illness***

An older student or colleague will be sent as a messenger to alert the Nurse with the relevant details, specifically the name of the student and the nature of the incident. The messenger will escort the Nurse to the patient. In certain circumstances, a class will be sent to a neighbouring classroom to be supervised. If the Nurse is not in her room she will be contacted via main reception or her mobile.

### ***Minor accident, injury or illness***

Where possible, the patient will be accompanied by another pupil or staff member to the Nurse. Any students with very minor injuries including cuts, grazes etc. may be sent unaccompanied unless they are from one of the Lower Primary or Early Years classes, in which case an assistant where available, will accompany them. Unless it is deemed necessary, students will not be sent out of class to see the Nurse.

### ***Students being sent home***

If a student is too unwell to continue in school, or they require emergency medical treatment, their parents or the Boarding School staff will be contacted and arrangements made for their collection from school. When a student is sent home, the Nurse will inform the class teacher/tutor using the relevant medical form.

### ***Students requiring emergency hospital treatment***

If a parent cannot be contacted and the student requires hospital treatment, the Nurse will arrange for their transportation to hospital. In the absence of the parents, the Nurse or another qualified person will accompany the student to hospital. Only a member of staff who is trained in administering first aid can cover for the Nurse in her absence. Parents will be responsible for any hospital charges incurred.

### ***Administration of Medicines***

The Nurse has a supply of general medicines that can be administered to students after consultation with a doctor. Where a student requires more significant medication to be administered during school hours, the parents of the student should liaise directly with the Nurse to ensure that instructions as to supply, dosage, timing and method of administration are clearly provided. All medicines brought into the school should be given to the Nurse for safe storage; this is particularly important in the case of boarding students.

## Security

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UISZ provides a 24-hour security service. All visitors must register at the front gate where they will be given a visitor's pass. Parents collecting their child from school early are asked to ensure that they report to Reception so that the necessary adjustments can be made to the bus roll.

# V

## Visitors

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Students wishing to bring guests to school must have permission from the Head of Primary to do so, at least one day before the planned visit. When permission is granted, visitors from overseas may be granted approval to attend up to two days of classes with their host. If visiting students request to spend more than two days attending classes, a request must be made to the Head of Primary. While at school, all visitors must follow the school rules and demonstrate respect for other students, teachers, school personnel and property. Visitors who do not follow the above expectations will be asked to leave immediately. UISZ welcomes visits from former students.



# Appendices

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## UTAHLOY INTERNATIONAL SCHOOL SCHOOL BUS BEHAVIOUR CONTRACT

### STUDENT SECTION

Utahloy staff have explained to me what acceptable behaviour is when I travel on the school bus and I promise to follow the rules and expectations as outlined on the previous page while I am travelling on any bus operated by Utahloy International School Zengcheng.

I understand that, if I display any unacceptable behaviour on the school bus, I may have to meet with a staff member at school to explain my behaviour, I may have to attend detention or the School may have to contact my parents. If the issue continues or cannot be resolved, then I understand that I may not be allowed to travel on any school buses in the future.

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Year: \_\_\_\_\_ Date: \_\_\_\_\_

### PARENTS SECTION

I have read and understand the information regarding what is acceptable behaviour for students of Utahloy International School while they are travelling on school buses. Furthermore I have discussed the points listed with my child.

I have also read and understand the expectations for parents in regard to ensuring my child is at the bus collection point on time along with my role should my child be in breach of any of the stated expectations.

In the event of any breach of these rules and expectations, I will assist the School in resolving the issue and understand that, if no resolution can be reached, my child may be excluded from using the school bus service.

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to school once it has been signed by both the parent and the student. A separate form is to be completed for each individual student for record-keeping purposes.

# ICT Policy

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## Statement of ICT Beliefs and Values

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Utahloy International School believes that Information and Communication Technology (I.C.T.) can be used as a tool to facilitate structured and purposeful enquiry based learning. By using communication tools effectively, we can promote International Mindedness by establishing and maintaining Global Connections in the context of student learning.

Technological innovation never stands still, and as new technologies are developed, students need to be adaptable to an ever changing world. We educate our students in a broad range of platforms and aim to help our students access a range of technological tools. This enables them to use these tools confidently and creatively to solve real life problems and perform daily tasks efficiently. Utahloy International School Zengcheng adopts a broad approach to the integration of ICT into a whole school curriculum. The emphasis is firmly rooted in deploying strategies and techniques that enhance the learning experience for every student. Our strategy is to merge teaching and technology in order to optimise learning opportunities. We want to develop students thinking skills and allow them to appreciate how ICT can facilitate deeper learning. Students will systematically be exposed to more challenging scenarios where they will have to create, explain and evaluate within a technology enriched environment.

This policy is divided into sections outlining our beliefs, values and regulations on different aspects of I.C.T. These sections are:

- 1.1 Acceptable Use Policy
- 1.2 Cyber Safety Policy
- 1.3 Cyber Bullying Policy
- 1.4 Use of the School Network Policy
- 1.5 Internet Access Policy
- 1.6 Messaging Services Policy
- 1.7 Social Media Policy
- 1.8 Plagiarism, Piracy and Copyright Infringement policy
- 1.9 Use of School Hardware Policy
- 1.10 Consequences of student misuse

Student responsibilities and expectations are communicated to students and parents through an agreement which must be signed by both parties. These agreements are exhibited in the appendix as follows:

- 2.1 Primary User Agreement
- 2.2 Secondary User Agreement

## 1.1 - Acceptable Use Policy

This policy governs the usage, on school property, of permitted electronic devices. The only devices allowed for student use are listed herein. This list is reviewed annually.

All devices used for academic purposes must use an English language operating system. This is essential in order that teachers can supervise, monitor, and facilitate learning which takes place on student devices.

Electronic Devices permitted for school usage are:

Tablet computers running an English Language operating system, Calculators, Electronic dictionaries and translators, Laptops Computers running an English Language operating system, E-readers and Kindle, Digital Cameras and Camcorders.

Mobile Phones may be used in the Classroom at the teacher's discretion and only if they are used according to our strict guidelines on phone function usage. Any Electronic device which incorporates a mobile phone function or other communication capacity can only be used for this purpose during break time in case of emergency.

All students are bound by the conditions in the User agreement, which must be signed by students and parents prior to student use of devices in school.

The Acceptable Use Policy governs how the device:

- must be used responsibly by the student
- must not interfere with the learning environment
- must be kept safely and securely

Usage of any device must be in accordance with the teacher's discretion and students must follow all teacher instructions relating to the device. As student usage cannot be supervised at all times, the student must agree to use the device only to access information or perform tasks relevant to the learning task. The recording of any media, including digital image, video, and audio files must only be made with permission of the teacher or following an instruction from the teacher to do so. Any media files recorded at school must not be uploaded, broadcast or transferred without permission from the teacher

In order to ensure a safe and effective learning environment, students must ensure the device is fully charged at the start of every school day. The volume of each

device should be muted at the beginning of each lesson unless the teacher has instructed otherwise. Headphones may be used only with permission from the teacher.

The security of student devices is of utmost importance and there are several rules on their care and safety. All devices must have a password, security pin or pattern, or be protected in any other way from being accessed without permission. Student devices are for their own use and they are not permitted to loan their devices to other students in their absence. All devices should be securely stored in a bag or case when not in use, and it is advisable to carry them inside a cover or protective case at all times. Devices in the Secondary School should be locked away in a student locker during break times. In the Primary school, devices must be left safely stored by the class teacher in a lockable cabinet.

Failure to comply with this policy, as set out in the Student User agreement, may result in the removal of student devices and safe storage until the end of the lesson or for more serious breaches; the device may be held longer.

### 1.2 - Cyber Safety Policy

The Cyber safety policy governs how students should behave using communications devices or computers in order to protect them from:

- offensive or inappropriate content
- incidents of bullying or harassment
- personal details being unwillingly shared
- digital malware
- copyright law

Students must use only their own username, and not ask for the use of any other user account details. Students are also forbidden from sharing their own account details with others. All passwords must also be kept private. Although mentioned in the agreement, we understand that Children may not be aware of the dangers of sharing personal information. We strive to educate children in this aspect and it is built into our school ICT induction process at the beginning of Year Seven. Prior to secondary school, children are made aware of the dangers of sharing personal information, but the responsibility falls into the hands of both student and teacher to ensure that these details are not shared in class-time. Primary students are always supervised when using computers.

Students are specifically taught to be mindful of personal safety when putting information online. Examples of personally identifying information include, but are not restricted to:

- Full name
- Address
- School name

- Email- address
- Phone numbers
- Date of birth
- Personal photos or family members photos

Any material which may cause harm or upset to any student or staff member must be reported to a teacher as soon as possible. Students must use the internet, e-mail, social media, mobile phones or other ICT equipment only for positive purposes, and not to be mean, rude, offensive, or to bully or harass any other member of the school community or the school itself. All students must seek permission of any people involved before sharing or publishing information, images, videos, or audio. Privately owned ICT equipment and devices are covered by the user agreement.

All students must agree to access or attempt to access only age appropriate and relevant materials and must not attempt to bypass security, monitoring or filtering. In the event that such material is accessed accidentally, students must agree not to show others, and to minimise the window or turn off the screen, and then report the incident to a teacher. Student's personal computers and devices are covered by the user agreement and must not contain illegal or age inappropriate material. All material on such devices must also be appropriate to the school environment.

Copyright issues are covered by international law, and it is the schools responsibility to teach students about issues pertaining to copyright and piracy. The school takes measures to limit access to copyrighted materials and piracy based websites and the students must also agree not to willingly access these items in the user agreement.

In order to ensure students are working in a safe environment, and to protect students from harm, the school reserves the right to:

- a. monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including e-mail.
- b. monitor and audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including e-mail or other internet based services
- c. inform parents/legal guardians of any misuse of equipment . In serious cases, the school will take disciplinary action against students. A students family may be charged for repair costs. If illegal material or activities are involved or e-crime is suspected, it may be necessary for the school to inform the police and hold securely personal items for potential examination by police. Such actions may occur even if the incident occurs off-site and/or out of school hours.

### [1.3 - Cyber Bullying Policy](#)

The cyber bullying policy governs the schools approach and definition of the term cyber bullying. Cyber bullying is primarily discouraged through education of our students in the effect it can have on victims. All students are made aware of our policy through the user agreement.

Utahloy International School Zengcheng expressly forbids cyber-bullying. The school will intervene in cases of cyber bullying even if they are committed outside of school, if the school feels that they are affecting the environment of school. For the purposes of this policy, “cyber-bullying” shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:

- Sending or posting cruel messages or images.
- Threatening others or excluding or attempting to exclude others from activities or organizations.
- Starting or passing on rumours about others or the school system.
- Harassing or intimidating others or sending angry, rude or vulgar messages directed at a person or persons privately or to an online group.
- Sending or posting harmful, untrue or cruel statements about a person to others.
- Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger.
- Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or engaging in tricks to solicit embarrassing information that is then made public.

#### 1.4 - Use of the Network Policy

The Use of the Network Policy governs how students are permitted to use the school network. It covers:

- Hacking and Malware
- Acceptable monitoring precautions
- User responsibilities

#### Student use of the Network

Each student, along with a respective parent/guardian, must sign the Acceptable Use Policy agreement to be granted an account on the UISZ network system.

All students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide their password to another person. Students will not attempt to log on or connect to the UISZ network under any identity other than their own username. Students will not make deliberate attempts to disrupt or harm the computer system and its hardware or destroy data by spreading computer viruses or by any other means. Students will not attempt to gain unauthorized access to the UISZ network system or to any other

computer system through the UISZ network system or go beyond their authorized access.

The school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including e-mail. The school may monitor and audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including e-mail or other internet based services. Students should expect routine monitoring of computer usage and Internet browsing while logged on to the UISZ network.

Students will immediately notify a teacher or the system administrator if they have identified a possible security problem. Students will use their personal server storage to store only files that are educational in nature and related to course work. Students will use the school resources (printers, cameras, etc...) only for educational and course related purposes. Students must request permission from the classroom teacher before printing in their room. Students will use technology with permission of the network supervisor and can access UISZ network services. This is a privilege that will be revoked if not respected.

### 1.5 - Internet Access Policy

The internet access policy governs how students are permitted to use the internet facilities at school

#### Student Internet access

All students have access to the Internet information resources through computers connected to the network, and the schools wireless access points.

Students must not use the UISZ network system to access inappropriate material including sites that display profane or obscene material, that advocates illegal acts, encourages the use of drugs, or that advocates violence or discrimination towards other people.

If students mistakenly access inappropriate information, they should immediately tell their teacher or Principal. This will protect the student against a claim that they have intentionally violated this Policy.

### 1.6 - Messaging Services Policy

The messaging services policy governs how students can safely and responsibly use messaging services such as email, chat rooms, forums or other forms of messaging service.

A spam filtered email is provided to students for educational purposes and not as a public forum.

Students should report any message or information they receive that is inappropriate or makes them feel uncomfortable while on the web, using email, chat rooms or other forms of messaging service.

Students may not use any messaging service for unlawful activities, political or commercial purposes, any form of harassment or threats, sending of spam messages or chain letters to more than five people or any use that interferes with the school computing services or its employees.

Students may not send messages with a false identity.

Students will not use defamatory, inaccurate, abusive, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, and disrespectful, or prejudicial language in public or private communication.

Students will not post personal contact information about themselves or other people. Personal contact information includes, but is not limited to: names, home, school, and work addresses, telephone numbers, personal photos or videos.

Students will not repost a message that was sent to them privately without permission of the person who sent them the message.

At UISZ respectful relationships are essential therefore all online relationships (student to student, teacher to student, student to teacher) should mirror that of face-to-face relationships.

### 1.7 - Social Media Policy

The social media policy governs how students should use social media resources.

Utahloy International School recognizes the importance of incorporating current technology tools, including new methods of electronic communication, into the classroom to enhance student learning. It further recognizes the importance of employees, students and parents engaging, learning, collaborating and sharing in digital environments as part of 21<sup>st</sup> century learning.



As technology becomes more and more infused into our lives, new challenges arise. There is a growing concern in many schools around the world as to how the student-teacher relationship is being influenced by social media. In an attempt to implement best practice strategies and to ensure that we as educators maintain professional relationships with students, the following guidelines are being implemented:

For all uses of social media and online interaction, you should always consult and understand the following:

- Utahloy Social Media Policy
- Student Internet Acceptable Use Policy

For the purposes of this policy, “social media” includes, but is not limited to: personal websites, web logs (blogs), wikis, social network sites, online forums, virtual worlds, video-sharing websites and any other social media generally available to the public or consumers that does not fall within the board’s technologies network (e.g., Web 2.0 tools, MySpace, Facebook, Twitter, LinkedIn, Flickr, YouTube, Renren, Tencent, Weibo, WeChat, Weixin, etc). Some social media sites are blocked during school hours. Accessing blocked sites such as Facebook at these times is considered a breach of the user agreement.

### 1.8 - Plagiarism, Piracy, and Copyright Infringement Policy

The Plagiarism, Piracy, and Copyright Infringement Policy governs how students can protect themselves by adhering to the law pertaining to these items.

It is the responsibility of the school to educate students in the safe, responsible and legal use of ICT and media. We strive to teach our students that:

- They may not plagiarize works that they find on the Internet.
- They may not download or install pirated software, music, video or files that infringe on copyright laws onto computers.
- They respect the rights of copyright owners. If a work contains language that specifies appropriate use of that work, they should follow the expressed requirements.
- They should seek advice when unsure whether or not they can use a work.

### 1.9 - Use of School Hardware Policy

The Use of School Hardware Policy governs how students should use school hardware in a safe and effective way.

UISZ has several rules for students relating to the use of school hardware, as follows. Food or drink should not be near computers and hands should be clean and dry.

In the event of any damage to school hardware at any time while it is in the student’s possession, the student agrees to inform the UISZ Technology department

so that repairs can be performed.

UISZ assumes no responsibility for loss or damage of student owned IT equipment.

### 1.10 - Consequences of student misuse

If a student is found using technology inappropriately and/or without permission from their teacher, the teacher has the right to remove it from the student. The teacher will hand in the item/s to the Senior Head Of House, Head of School, Head of Primary/Secondary, or Director of ICT. The senior staff will decide on the appropriate course of action. The item/s will be returned to the student by the end of the day. It is the student's responsibility to collect their items at the end of the day.

If it has been deemed necessary by the Head of School, for serious cases involving electronic devices such as bullying and harassment, sending offensive or inappropriate material or messages or cheating, the School reserves the right to search a device. The device will be taken from the student and parents will be notified of the procedure.

Unsupervised laptops and other hardware will be taken to the appropriate school office, and parents will be informed.

In the event there is a claim that a student has violated this policy in the use of the UISZ network system, the student will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.

If a student is found to have violated this Policy, the consequences will be, but are not limited to, restrictions being placed on their network account. Disciplinary action within the school will be at the discretion of the Head of School.

If network or computer access is removed, students are still responsible for completing all required assignments.

According to the school discipline policy, consequences of inappropriate use of technology will be one of the following depending upon the severity of the infraction and previous infraction incidents:

- Counselling and parent notification
- Limiting of computer access, and parent notification
- Severe limitation of computer access, possibly including total restriction from computer use, and parent notification
- Suspension or expulsion

### 2.1–Primary User Agreement

**As a Primary student of UISZ, I agree to the following in regard to the use of computers and the internet at Utahloy International School Zengcheng:**

1. I will use the computers and internet for school use only
2. I will be principled, using the internet and software legally and honestly
3. I will always seek permission from a teacher before downloading any files, software or shareware.
4. I will use my own passwords and accounts and no-one else's
5. I will use the internet thoughtfully and safely, taking care not to reveal personal information about myself or other people
6. I will handle the computers and software with care
7. I understand that harassing, annoying or attacking others on the internet is a form of bullying and is totally unacceptable

I understand that all UISZ teachers have full authority to decide what is appropriate internet and computer use. My Head of House has discussed each of the above points with me, and I understand that if I violate this agreement my access privileges will be lost and school disciplinary action may be taken.

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**Failure to have this document signed by the appropriate parents will result in loss of network and computer privileges at Utahloy International School Zengcheng.**

**Date:** ..... (dd/mm/yyyy)

**Student:** I ..... (print name) have read and understood the above and agree to comply with the conditions of technology use.

.....(Student signature)

**Parent:** I ..... (print name) have read the user agreement with my child and he/she understands and agrees with the above mentioned conditions for the use of technology resources at UISZ

.....(Parent signature)

[2.2–Secondary User Agreement](#)

Students must agree to the following rules when using their own electronic devices at school:

1. Follow all teacher directions including when to use the device.
2. Access only the information related to the learning task.
3. Have your device(s) fully charged at the start of every school day.
4. Have the volume of devices muted at the beginning of each lesson.
5. Use electronic device functions such as camera, audio and audio recording related to learning tasks only when instructed by the teacher.
6. Ensure that your device is password protected.
7. Seek your teacher's permission before sending any form of electronic messaging in class.
8. Ensure that audio, photographs and video files recorded at school are not uploaded, broadcast or transferred without a teacher's permission.
9. Only use your personal device yourself, hence, not loan your device to another student.
10. Transport and store your device in a safe and secure manner when not in use, ensuring electronic devices are in a sturdy and robust cover at all times.
11. Keep your device locked in your locker at break time and lunch time unless participating in a supervised learning activity.
12. Understand that your device may be removed by teachers until the end of the lesson; or for more serious breaches, the device will be held longer.
13. Be bound by all conditions in the UISZ Cyber-Safety User Agreement.

### **Use of Messaging Services**

A spam filtered E-mail account is provided to students for educational purposes and not as a public forum.

1. Students will promptly disclose to their teacher or other school employee any message or information they receive that is

inappropriate or makes them feel uncomfortable while on the web, using e-mail, chat rooms, forums or other forms of messaging services.

2. E-mail may not be used for unlawful activities, political or commercial purposes, any form of harassment or threats, sending of spam messages or chain letters to more than five people or any use that interferes with the school computing services or its employees.
3. Students may not send messages with a false identity.
4. Students will not use defamatory, inaccurate, abusive, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, and disrespectful, or prejudicial language in public or private communication.
5. Students will not post personal contact information about themselves or other people. Personal contact information includes but is not limited to names, home, school, and work addresses, telephone numbers, personal photos or videos.
6. Students will not repost a message that was sent to them privately without permission of the person who sent them the message.
7. At UISZ respectful relationships are essential therefore all online relationships (student to student, teacher to student, student to teacher) should mirror that of face-to-face relationships.

### **Consequences**

If a student is found using technology inappropriately and/or without permission from their teacher, the teacher has the right to remove it from the student. The teacher will hand in the item/s to the SHOH. The SHOH will decide on the appropriate course of action. The item/s will be returned to the student by the end of the day. It is the student's responsibility to collect their items at the end of the day.

If it has been deemed necessary by the Head of School, for serious cases involving electronic devices such as bullying and harassment, sending offensive or inappropriate material or messages or cheating, the School reserves the right to search a device. The device will be taken from the student and parents will be notified of the procedure.

Unsupervised laptops and other hardware will be taken to the appropriate school office, and parents will be informed.

In the event there is a claim that a student has violated this policy in the use of the UISZ network system, the student will be provided with a written notice of

the suspected violation and an opportunity to present an explanation before an administrator.

If a student is found to have violated this Policy, the consequences will be, but not limited to, restrictions being placed on their network account. Disciplinary action within the school will be at the discretion of the Head of School.

If network or computer access is removed, students are still responsible for completing all required assignments.

According to the school discipline policy, consequences of inappropriate use of technology will be one of the following depending upon the severity of the infraction and previous infraction incidents:

- Counselling and parent notification
- Limiting of computer access, and parent notification
  
- Severe limitation of computer access, possibly including total restriction from computer use, and parent notification
- Suspension or expulsion.

-----  
-----  
**Failure to have this document signed by the appropriate parents will result in loss of network and computer privileges at Utahloy International School Zengcheng.**

**Date:** ..... (dd/mm/yyyy)

**Student:** I ..... (print name) have read and understood the above and agree to comply with the conditions of technology use.

.....(Student signature)

**Parent:** I ..... (print name) have read the user agreement with my child and he/she understands and agrees with the above mentioned conditions for the use of technology resources at UISZ

.....(Parent signature)

## Flexi – Boarding Request Form

**Please complete the following in full:**

Student Information	
Student ID	
Family Name	
Other Names	
Year	
Date of Birth	
Gender	
I am a	Weekly boarder    Day student
Normally I go home with school bus number	
Home Address	
Boarding Information	
Date you want to board	
Number of nights	
Reason for boarding	
I will go home after by	Own Car    Regular school bus
Emergency Contact Information	
Contact person	
Relationship	
Telephone	Work:            Home: Mobile:
Email	

Billing / Parental Consent	
Payment	<input type="checkbox"/> I enclose RMB 250 for each night of boarding <input type="checkbox"/> I will pay RMB250 per night directly to the school bank account <input type="checkbox"/> I will pay RMB 350 for my child staying on a Saturday and taking part in the regular 7 Day Boarder Outing
I, (Parent's / Guardian's Name) _____ consent for the child mentioned above to board for the period specified above. I also agree to pay the total cost of RMB _____ for the length of the stay and that my child will follow the rules and expectations of the Boarding School during their stay. Signature: _____	

**Approved by Head of Boarding:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Copy to Finance \_\_\_\_\_ Copy to Bus Supervisor \_\_\_\_\_



***UISZ Student / Parent Handbook Acknowledgement***

Student: \_\_\_\_\_

I, \_\_\_\_\_, Year \_\_\_\_\_,  
have fully read, understood and agree with the information and terms  
stipulated in this handbook. I will abide by the rules and conditions  
accordingly.

Parent(s):

As a parent of the above named student, I have read the Dragon House  
Parent/Student Handbook and have reviewed it with him/her.  
I fully agree with the regulations stipulated and further understand that  
my child will be responsible for all matters relating to this document.

Parent(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Please read, sign and return the above agreement to the  
Head of School***