

Utahloy International School Guangzhou (UISG)

Parent Student Handbook

2025-2026



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1.0 Introduction and Overview

1.1 Purpose of the Handbook

The purpose of the Parent Student Handbook is to provide parents and students with general information about UISG including details on rules and policies, expectations for students, contact information, school structures and procedures, parent, and student agreements. We ask parents and students to read this document carefully. Should you have any questions please direct them to the Primary or Secondary School Head of Section.

1.2 Our Mission

UISG is an inquiry-driven learning community that embraces the diversity and uniqueness of each individual and commits to the International Baccalaureate Continuum.

Unique

- Commits to high quality education that values inquiry-led, student-centered learning through the IB Continuum.
- Promotes mother tongue learning and recognizes the importance of language acquisition in an international context.
- Creates a stimulating and protective learning environment based on understanding and respect of the UN Rights of the Child.

Inclusive

- Creates a caring and harmonious environment where students and their individual talents and needs are respected and cherished.
- Recognizes student academic needs and well-being as the responsibility of the whole school community.
- Incorporates students' inter-cultural experiences into all teaching programs.
- Develops and promotes effective cultural, social, and sporting exchanges.

Successful

- Engages in challenging education that empowers students to be curious, independent, creative, and innovative learners.
- Ensures a safe physical and virtual learning environment.
- Attracts, fosters, and retains qualified, internationally minded staff who contribute to the professional learning community so to inspire students to reach their full potential.
- Engages collaboratively with all school stakeholders.
- Encourages integrity and ethical behavior in all aspects of school life.

Globally Aware

- Celebrates international and intercultural education through the study of languages, cultures, and perspectives within and beyond our school community.
- Promotes understanding of the Chinese language through interaction with the local Chinese Community.
- Promotes empathy and active service.
- Embraces responsibility in shared guardianship of the planet.

1.3 Guiding Definitions

High Quality Learning

UISG recognizes that each learner is unique, and that knowledge is constructed in context. UISG believes that high quality learning is inquiry based, and occurs when learners are challenged, inspired, and motivated. A strong home-school partnership strengthens student engagement and enables teachers and parents to guide students to be independent lifelong learners.

Intercultural Learning

UISG is a community with over 50 different nationalities and has a mosaic of cultural and linguistic diversity. Intercultural learning is building respect for self and others and promoting mother tongue language. Intercultural learning is promoted throughout the curriculum and by celebrating cultural diversity.

Global Citizenship

Global citizenship is social responsibility and engaging in global civic action. It deals with our uniqueness, our commonalities and stewardship of the planet.

International Mindedness

International mindedness is a constant process of understanding ourselves and appreciating the complexity of our world, our international and cultural identities, and relationships between nation-states.

1.4 Welcome from the Head of School

Dear Parents and Students,

Welcome to Utahloy International School Guangzhou (UISG), a truly international school serving families from over 50 countries. Established in 1997, UISG was one of the first International Schools in China. As a leader in the region, UISG utilizes the globally recognized programmes of the International Baccalaureate (IB) to provide children with an exceptional education from Nursery to Year 12. Our school is an inquiry-driven learning community that embraces the uniqueness of all and commits to an International Baccalaureate education.

Our Commitment to Excellence - At UISG, we strive for academic excellence and the development of the intellectual, artistic, creative, physical, and emotional dimensions of each individual student through:

- **Engagement:** Engaging every student as an individual and unique learner.
- **Technology:** The progressive use of information and communications technology.
- **International Mindedness:** Fostering inter-cultural understanding.
- **Artistic Performance:** Celebrating artistic performance and engagement in physical pursuits and competitions.
- **Environmental Respect:** Promoting respect for and understanding of the environment.

Academic Programs - UISG was authorized to deliver the IB Middle Years Programme (MYP) in 2002, the Diploma Programme (DP) in 2004, the Primary Years Programme (PYP) in 2008 and the Association Montessori Internationale in 2024.

Language diversity at UISG is embraced and celebrated. Students develop a strong sense of self-identity and positive self-esteem. UISG has earned an international reputation for its Mother Tongue Program.

Extra-Curricular Activities and Sports - In addition to academic programs, UISG offers a wide range of extra-curricular activities and sports, encouraging students to pursue their interests and develop

new skills. Our students participate in various competitions with other schools in the region, fostering teamwork, sportsmanship, and a sense of community.

Facilities - UISG students enjoy outstanding facilities within a picturesque setting. In addition to general classrooms, a library, and specialized classrooms for single subjects, our facilities feature a swimming pool, outdoor basketball courts, playgrounds, football fields, and a multi-function hall.

Governance - UISG is overseen by the Utahloy Education Foundation (Hong Kong), which governs UISG and its sister school, Utahloy International School Zengcheng. The UEF is dedicated to offering students a first-class international education with an emphasis on academic achievement, intercultural understanding, and respect for all.

Community - Since its foundation, UISG has been known as a school characterized by warm relationships amongst teachers, students, and parents. The school places great importance on providing a caring and supportive environment for teaching and learning. A strong pastoral care program provides support for our student community. All members of the UISG community are expected to positively contribute to the learning environment by respecting, caring for and supporting each other and the physical environment.

I wish you and your child an excellent school year!

Yours in Education,

Dr Daniel Mullen

headofschool@uisgz.org

Daniel Mullen 博士

Head of School

Utahloy International School Guangzhou

1.5 School Year Calendar

[Link to the School Calendar](#)

1.6 Campus Map



1.7 Glossary

Terms used at UISG	Similar Terms in Education
Head of School	Director, Superintendent
Primary School or Division	Elementary School, Junior School

Secondary School or Division	High School, Middle/High School
Primary Years Programme (PYP)	Key stage 1, Infants, Juniors
Middle Years Programme (MYP)	Key stage 3 or 4, IGCSE
Diploma Programme (DP)	IB, A Level, Sixth Form, AP
IB Diploma Courses Programme	UISG Certificate, IB Certificate
Extra-curricular activities	After School Activities
Grade Level Leader	Year Level Coordinator
Homeroom Teacher	Form teacher, Advisor
Learning Support	SEN (Special Education Needs)
Grade	Year
EAL (English as an Additional Language)	ESL (English as a Second Language), ELL (English Language Learners)
Early Years (EY)	Early Childhood
UISG	Utahloy International School Guangzhou
UNC	Utahloy Nursery Centre, Nursery, Montessori
Casa	Montessori - Kindergarten
IC	Montessori - Kindergarten, Nursery, Toddler
Nido	Montessori - Toddler, Baby, K

2.0 Governance

2.1 UEF Vision and Mission

Vision

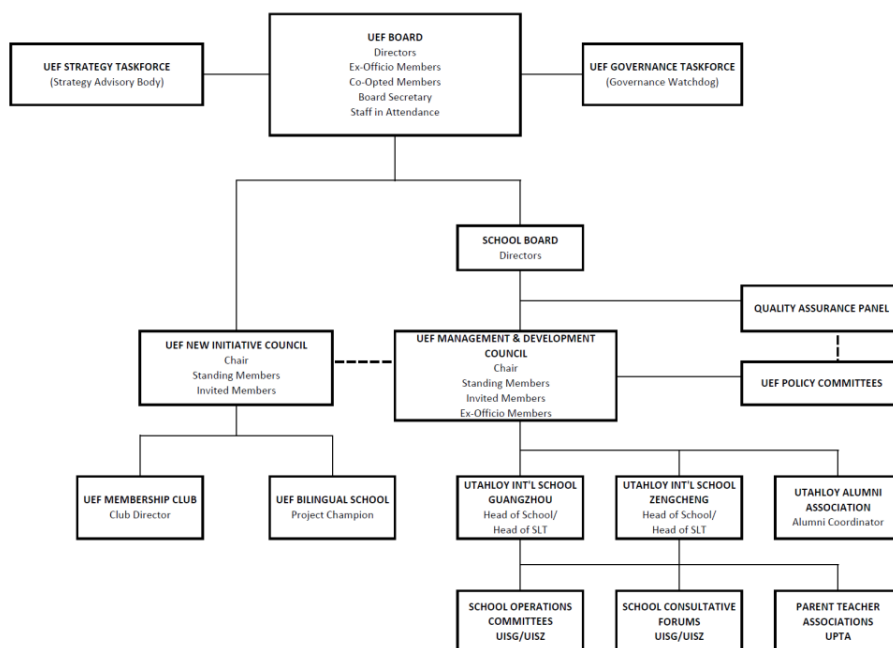
UEF's vision is to offer the best international education in South China and enable students to thrive and create a better tomorrow within a harmonious community.

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.

2.2 UEF Governance Organization Structure UEF

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



Reference: UEF Governance Manual V10-10 2023

2.3 Accreditation and Evaluation

All effective organizations value accreditation; UISG is no exception to this. As a school, we greatly value the support provided by external accrediting agencies in working with us to strive towards our goal of ongoing school improvement.



UISG is accredited by two internationally recognized accrediting agencies, Council of International Schools (CIS) and Western Association of Schools and Colleges (WASC) and is authorized by the International Baccalaureate Organization (IBO) to offer three programmes (PYP, MYP and DP).

3.0 School Faculty

3.1 Utahloy Nursery Center (UNC) - Montessori Program

3.1.1 UNC Academic Leadership Team (ALT) Member

Head of UNC

Ms. Jill Wen: jwen2@uisgz.org

3.2 Primary Division

3.2.1 Primary & Early Years Academic Leadership Team (ALT) Members

Head of Primary (HoP)

Ms. Chantelle Parsons: headofprimary@uisgz.org

Early Years (EY) Coordinator

Ms. Jai Roa : eycoordinator@uisgz.org

Primary Years Programme (PYP) Coordinator

Ms. Amy Flanagan aflanaghan@uisgz.org

Primary School Secretary

Ms. Livy Xie primaryschooloffice@uisgz.org

3.2.2 Student Support Team (SST)

EAL Coordinator	Ms. Chantelle Parsons	Headofprimary@uisgz.org
Primary School Counsellor	Ms. Sharon Lun	slun@uisgz.org
Learning Support Coordinator	Mr. Joe Mock	jmock@uisgz.org

3.2.3 Single Subject Teachers and Other Roles

EAL Teacher	Mr. Oualid Benkhali	Obenkali@uisgz.org
EAL Teacher	Ms. Abigaal Zimondi	Azimondi@uisgz.org
PE/EAL Teacher	Ms. Julia Baker	Jbaker@uisgz.org
PE	Mr. Umarnath Paradesi Sahadevan	usahadevan@uisgz.org
Music Y3-Y6/EAL	Ms. Shannon MacLachlan	smaclachlan@uisgz.org
Music K-Y2	Ms. Jessie Chen	jchen@uisgz.org
Visual Arts K-Y2	Ms. Tia Smith	tsmith@uisgz.org
Visual Arts Y3-Y6	Ms. Karen Mead	kmead@uisgz.org
Whole School Librarian	Mr. Hunt Luker	hluker@uisgz.org
Japanese Teacher	Mr. Koshiro Nakano	Knakano@uisgz.org
German Teacher	Mr. Lars Jirmann	ljirmann@uisgz.org
Korean Teacher	Ms. Agatha Kim	akim@uisgz.org
Korean Teacher	Ms. Kathy Kim	kkim@uisgz.org
Chinese Teacher	Ms. Jane Wen	jwen@uisgz.org
Chinese Teacher	Ms. Margie Wu	mwu@uisgz.org
Chinese Teacher	Ms. Angel Liu	aliu@uisgz.org
Chinese Teacher	Ms. Michelle Liang	mliang@uisgz.org

3.2.4 Homeroom Teachers

K	Ms. Anne-Catherine Hanquet	chanquet@uisgz.org
K1R	Ms. Cindy-Anne Doubell	cdoubell@uisgz.org
K2R	Ms. Melody Ramos	mramos@uisgz.org
K3R	Mr. Ian Ramos	cramos@uisgz.org
Year 1R	Ms. Anne Weke	aweke@uisgz.org
Year 1Y	Ms. Anu Damani	adamani@uisgz.org
Year 2R	Mr. Tom Munro	Tmunro@uisgz.org
Year 3R	Ms. Zeenal Desai	zdesai@uisgz.org

Year 3Y	Ms. Tali Ratzon	tratzon@uisgz.org
Year 4R	Mr. Mike Daly	mdaly@uisgz.org
Year 4Y	Ms. Alessandra Aronne	aaronne@uisgz.org
Year 5R	Ms. Anna Barbosa	abarbosa@uisgz.org
Year 5Y	Mr. Paul Chapman	pchapman@uisgz.org

3.3 Secondary Division

3.3.1 Secondary Academic Leadership Team (ALT) Members

Head of Secondary School (HoSS)

Mr. Martin Grist, headofsecondary@uisgz.org

Middle Years Programme (MYP) Coordinator

Ms. Xochitl Gonzalez, xgonzalez@uisgz.org

Diploma Programme (DP) Coordinator

Mr. Kyle Gray, kgray@uisgz.org

Secondary Secretary

Ms. Fancy Zou, secondaryoffice@uisgz.org

3.3.2 Student Support Team (SST)

EAL Coordinator	Mr. Dylan Kelly	dkelly@uisgz.org
Secondary School Counsellor	Ms. Julie Mullen	jmullen@uisgz.org
Learning Support Coordinator	Ms. Maria Castaneda	mcastaneda@uisgz.org
College Counsellor	Ms. Ye In Oh	yoh@uisgz.org

3.3.3 Secondary Teaching Faculty

English Language and Literature	Mr. Ed Steele	esteele@uisgz.org
English Language and Literature	Mr. Tyler Lockington	tlockington@uisgz.org
EAL Teacher	Mr. Dylan Kelly	dkelly@uisgz.org
EAL Teacher	Mr. Ross Carbutt	rcarbutt@uisgz.org
EAL Teacher	Mr. Bela Toth	btoth@uisgz.org
English Language Acquisition	Ms. Jessica Frizzera	jfrizzera@uisgz.org
English Language Acquisition	Mr. Kevin C. Fitzpatrick	kfitzpatrick@uisgz.org
English Language Acquisition	Ms. Nina Peck	npeck@uisgz.org
English, Design, I&S	Ms. Vanessa Brett	vbrett@uisgz.org
Chinese Language and Literature	Mr. Kai Qiu	kqiu@uisgz.org
Chinese Language and Literature / Head of Chinese	Ms. Cindy Li	cli@uisgz.org
Chinese Language and Literature, Language Acquisition	Ms. Yucca Yan	yyan@uisgz.org
Chinese Language and Literature	Ms. Sandee He	she2@uisgz.org

Chinese Language Acquisition	Ms. Diana An	dan@uisgz.org
French Language and Literature	Ms. Frederique Lemesle	flemesle@uisgz.org
German Language and Literature, TOK	Mr. Kalle Buchholz	kbuchholz@uisgz.org
Korean Language and Literature	Ms. Jay Hyunju Jeon	hjeon@uisgz.org
Korean Language and Literature	Ms. Kathy Kim	kkim@uisgz.org
Japanese Language and Literature	Ms. Shiori Ozawa	sozawa@uisgz.org
Spanish Language Acquisition	Mr. Jose(Chema) Roura	jroura@uisgz.org
Individuals and Societies	Mr. Issah Quarmsen	iquarmsen@uisgz.org
Individuals and Societies	Mr. Toulouse Roy	troy@uisgz.org
Individuals and Societies	Ms. Hyo Lee	hlee@uisgz.org
Individuals and Societies	Dr. Gladys Mutinda	gmutinda@uisgz.org
Mathematics	Mr. Peter Ayuaya	amasira@uisgz.org
Mathematics	Mr. Francis Mponda	fmponda@uisgz.org
Mathematics and Sciences	Mr. Kyle Visser	kvisser@uisgz.org
Sciences	Dr Priyanka Pal	ppal@uisgz.org
Sciences	Mr. Ilyas Nurakhmetov	inurakhmetov@uisgz.org
Sciences	Ms. Lazzat Alpysbay	lalpysbay@uisgz.org
Music	Mr. Joshua Natal	jnatal@uisgz.org
Visual Art	Mr. Banomali Das	bdas@uisgz.org
Theatre	Ms. Jennifer Lazareck	jlazareck@uisgz.org
Visual art	Ms. Karen Mead	kmead@uisgz.org
Design	Mr. Sterling Toppings	stoppings@uisgz.org
Design	Mr. Serkar Elchi	selchi@uisgz.org
Physical & Health Education / Athletics Director	Mr. Ryan Matopodzi	tmatopodzi@uisgz.org
Physical & Health Education	Mr. King Rodriguez	krodriguez@uisgz.org
Physical & Health Education	Mr. James Whiston	jwhiston@uisgz.org

4.0 Academic Programs

4.1 The International Baccalaureate (IB)

The IBO is a recognized leader in the field of international education. It is a non-profit, mission-driven foundation that offers four challenging programmes for students aged 3 to 19.



4.1.1 IB Mission Statement

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.

4.1.2 How the IB defines international education?

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking

(International Baccalaureate, 1997)

4.1.3 The Programs At-a-Glance

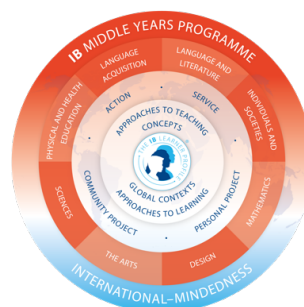
Primary Years Programme (PYP)



The PYP is designed for students aged 3 to 12. Through the inquiry-based transdisciplinary framework learners develop skills and knowledge. The program challenges students to develop independent and be active participants in their learning journey

Middle Years Programme (MYP)

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.



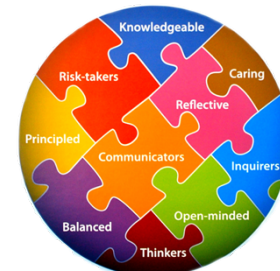


Diploma Programme (DP)

The DP is an academically challenging and balanced program of education with final examinations that prepare 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.

4.1.4 The IB Learner Profile

The learner profile represents 10 attributes valued by IB World Schools. These attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



4.2 Language Learning

UISG recognizes that language acquisition and proficiency are instrumental to the success of our students. In accordance with our mission statement, language development addresses each student's social, emotional, and intellectual needs to prepare each child for life in a multilingual, multicultural world. Teaching and learning language at UISG are inherent in all subject areas and all teachers are language teachers, regardless of discipline or grade level. UISG supports the development of each child's mother tongue language and additional languages.

4.2.1 Mother Tongue Languages

Mother Tongue languages are offered to students as appropriate. Eligible students can enroll in Mother Tongue Language programmes in:

Primary: English, Chinese, Korean, Japanese, German and French from K2-G5 level.

Secondary: English, Chinese, Korean, Japanese, Spanish, German and French from G6-G12

4.2.2 English as an Additional Language (EAL)

At UISG we appreciate that most students have learned English as an additional language and that their level of proficiency in English varies according to each individual student. English is the shared academic language of the school, and our aim is to support the development of English for each student in the best way possible.

At UISG, all teachers support English language learners with the guidance from the Primary and Secondary EAL Coordinators and EAL Teachers.

Support for students in EAL comes in a variety of approaches based on the English proficiency levels of the individual student. UISG uses WIDA testing, teacher feedback, MAP testing, and other standardized methods to help determine the best approach to support students. This may include receiving one-to-one support, small group push-in or pull-out, or ability grouping based on their English proficiency. In Secondary, once a minimum English ability level is reached, students may be grouped by MYP language acquisition phases. As English proficiency improves students are moved to more appropriately challenging classes.

4.2.3 Additional Languages

In Secondary, once MYP students have an English proficiency of phase 5 (WIDA score of 5 or higher), they can study an additional language (Chinese, French or Spanish). Students in the DP can take up to three languages as part of their Diploma studies.

4.3 Academic Integrity

All students are expected to act with integrity in academic and non-academic contexts. Students are encouraged to use the designated reference system (MLA 9). We hope that in their years in school students will have learned the meaning of academic integrity, which means that everything submitted for assessment, such as all homework, coursework and exam answers must be the student's own work. It means that every time a student uses someone else's words or ideas they must acknowledge or reference them.

Please refer to the approved **Academic Integrity Policy** which is found on Managebac.

4.4 Service Learning

Service learning is a core element of the IB Programme. Students must complete this component to successfully finish both the MYP and DP. 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.

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:

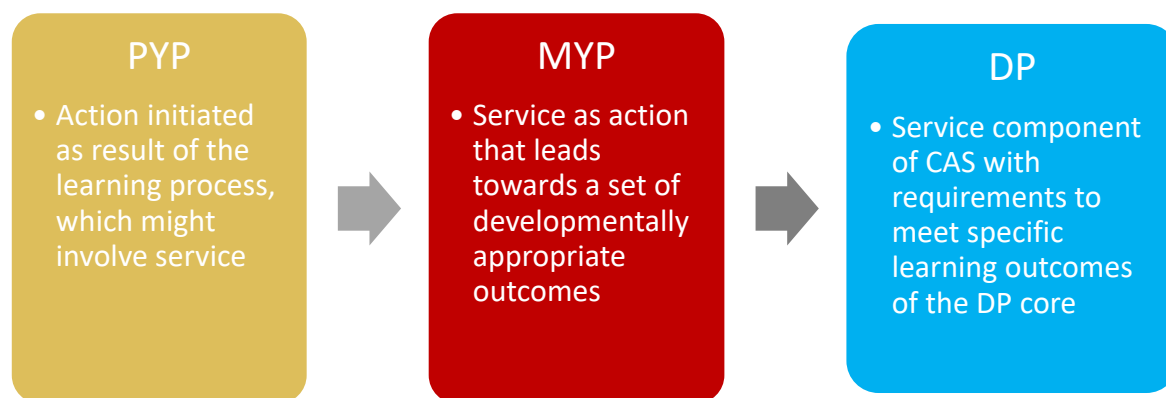


FIGURE 1: ADAPTED FROM MYP: FROM PRINCIPLES INTO PRACTICE (MAY 2014: 23)

4.4.1 Service in the MYP

As part of the MYP, each child will complete a Service as Action (SA) component. Service as action is a research-based approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs based on their own interests, providing structured time for reflection on the service experience.

By developing the Service as Action program at UISG, education becomes relevant, as classrooms extend to the larger community.

Curriculum-Related Service

Every year in the Middle Years Programme (MYP), students have the opportunity of experiencing at least one service-related unit of inquiry. This means that students will be guided by their teachers to find ways in which they can apply what they know and what they learn to address authentic needs within the community.

Learning Outcomes

There are seven learning outcomes for service. Students will engage in a challenging SA program that meets at least the minimum requirements for each Grade level.

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.

Irrespective of their academic performance, failure to complete the Service requirements of the MYP Programme will result in a student not being awarded the MYP Certificate by the IB. Parents are notified on the end of year reports if a student has completed the Service requirements for the year.

4.4.2 Creativity, Activity, Service (CAS) in the Diploma Programme

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three core elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma or Courses Programme. CAS encourages students to be creative, active, and keen to serve others.

The three strands of CAS

CAS is organized around the three strands of creativity, activity and service defined as follows:

Creativity—exploring and extending ideas leading to an original or interpretive product or performance

Activity—physical exertion contributing to a healthy lifestyle

Service—collaborative and reciprocal engagement with the community in response to an authentic need

(IB CAS guide, 2015)

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides a counterbalance to the academic rigors of the rest of the Diploma Programme. See the CAS Handbook for full details of the CAS Programme.

Failure to complete the CAS requirements of the program 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 assessment and the IB May exams. Successful completion of CAS is also an internal requirement of UISG for High School Graduation.

4.5 Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) is a computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions.

Students are tested in mathematics, language usage and reading. The growth and achievement data from MAP are used to develop targeted instructional strategies and to plan school improvement.

Quick MAP Facts

- Generates test questions based on student responses.
- Measures growth over time.
- Is one test at one point in time. It does not measure intelligence or a student's capacity for learning.
- Provides information used to target individual instruction.
- The test adjusts to a student's skill level so that each student takes an individualized test.

Student MAP Scores

Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and measures student progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on their birthday. This is a growth chart to show how much your child has grown from one year to the next. MAP assessments measure growth in a similar way, except they measure your child's growth in mathematics, reading, and language usage. The RIT scale is an equal-interval scale much like meters and centimeters on a yardstick. It is used to chart your child's academic growth from year to year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn.

4.6 Transitioning between PYP, MYP, & DP Programmes

UISG recognizes that in addition to the demands of the IB Programmes and living overseas, students experience a continuation of physical, emotional, psychological, social, moral and intellectual developments. For many students, living in China requires a transition to a new country, a new culture and for many a new language. UISG supports students through this transition.

Transition from PYP to MYP is supported by an induction program towards the end of Semester 2. The Grade 5 students are welcomed to the Secondary School to find out more about the MYP and to experience a range of lessons in different subjects over an integrated program. Students follow a secondary timetable and are introduced to the different MYP subject groups. Parents are invited to the school for a transition information session.

Transition from MYP to DP in the Secondary School includes:

- Information on the IB Diploma and IB Courses selections
- University counseling and career exploration,
- Subject presentations and trial presentations,
- Sharing and dialogue between teachers,
- Information sessions with students and parents,
- A Grade 10 to 11 transition week.

4.7 Graduation & Awards Ceremonies

4.7.1 Early Years Completion Ceremony

This event takes place in June following the completion of the Early Years Programme. It is designed to recognize achievements of our students completing their final year of Early Years.

4.7.2 PYP Completion Ceremony

This event takes place in June following the completion of the Primary Years Programme in grade 5. It is designed to recognize achievements of students completing their final year of the Primary Years Programme and all its requirements.

4.7.3 MYP Completion Ceremony

This event takes place following the completion of the Middle Years Programme in Grade 10. It is designed to provide an opportunity to recognize the achievements of Middle Years students.

4.7.4 UISG Graduation Ceremony

Grade 12 Graduation, the final formal event of the Diploma Programme, takes place at the end of May. The event is separated into two parts: the Graduation Ceremony, to which parents, families, and members of the teaching staff are invited; and a banquet, which follows the ceremony. This event is a social gathering for the graduates, their families, and the Grade 12 teaching staff.

4.8 Graduating from UISG

All students in Grades 9-12 are able to graduate with the High School Diploma providing they meet the following requirements:

- Minimum 85% attendance in each year from Grades 9-12. [*This requirement may be waived at the discretion of the Head of School under exceptional circumstances only on a case-by-case basis*].
- Minimum of 6 subjects studied in each of Grades 9 and 10.
- Minimum of 5 subjects studied in Grade 11.
- Minimum of 4 subjects studied in Grade 12.
- A grade 3 or above on the IB grading scale is required to achieve a credit for that course for the year.
- Successful completion of the Service as Action requirements in Grades 9 and 10, and successful completion of the CAS requirements in Grades 11 and 12.
- 24 total credits or higher over the 4 years (grade 9-12):
 - English 4
 - Mathematics 3
 - Sciences 3
 - Individuals and Societies 3
 - World Languages 3
 - Arts 2
 - Physical and Health Education 2
 - Electives 4

4.9 Student Recommendation Letters

Occasionally, students and/or parents request recommendation letters from teachers to apply for other schools. The following procedure must be followed:

- Recommendation requests are sent to the Admissions Department
- The Admissions Department confirms the student's status, e.g., fee payments, official withdrawal notice
 - Recommendation letters are not written if students have outstanding fees.
 - The Admissions Department will contact all families who request recommendation letters who have not confirmed an intention to withdraw from UISG.
- The Admissions Department contacts the Section Office and requests are made to the designated teachers.
- All completed recommendation letters are sent to the Head of Section for final checking, printing, and stamping.
- The original copy is sent to the student/school and a copy is filed in the student's record for future reference.
- Reference requests take about one week to process.

5.0 Primary Specific Information

5.1 Primary Years Programme PYP

In the PYP, students are taught to understand that learning is about asking questions and discovering answers, which in turn may generate new and perhaps more complex questions in need of exploration. Our teachers work with students through this program of guided inquiry, they also help students 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 all learners; students as inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective.

The PYP requires all teachers in the Primary to plan units of inquiry and learning engagements collaboratively around six transdisciplinary themes (four in K-K2). The collaboration facilitates a carefully thought-out and sequential development of concepts, skills, knowledge, and attitudes, while the organizing themes provide both students and teachers with a rich and inviting learning environment in which they can explore. In brief, the six transdisciplinary themes are: ***Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; and Sharing the Planet.***

5.2 The Primary School Day

Lesson	Start	Finish	Length
1	08:20	09:05	45 minutes
2	09:10	09:55	45 minutes
Snack (in homerooms)	09:55	10:05	10 minutes
Recess	10:05	10:30	25 minutes
3	10:30	11:15	45 minutes
4	11:20	12:05	45 minutes
Lunch & Recess	12:05	13:00	55 minutes

Homeroom	13:05	13:35	30 minutes
5	13:40	14:25	45 minutes
6 & Dismissal	14:30	15:20	50 minutes

5.3 Assessment

To assess our learners effectively, teachers' use a range of tools and strategies. This ensures that they have an accurate picture of what students can do, what they know and how much they understand. This enables teachers and students to identify next steps and to uncover any areas where additional support may be necessary.

5.3.1 Student Centered Assessment

Students learn in different ways, and each student is unique. Teachers and students plan a range of assessment tasks to provide students with a range of ways in which they can share their learning. The assessment task may take many different forms such as an oral presentation, performance, quiz or written composition.

5.3.2 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 students to reflect upon what they have seen, heard or done. Students analyse the quality and accuracy of the information produced and consider how improvement can be applied in the future.

5.4 Reporting in Primary

5.4.1 Managebac – Documenting Student's Learning Journey

Managebac is the online platform used for learner portfolios for Kindergarten to Grade 5. ManageBac is a reflective tool and a record of a student's involvement in learning. It is a tool to inform parents of their child's learning journey, and ManageBac also encourages reflective thinking and allows students to make their learning visible.

Parents will be sent instructions via email at the beginning of the school year to enable access to the portfolio on ManageBac. Subsequently, parents will be guided through the process during Grade Level Information Sessions (during the first few weeks of the year), including an explanation of their role in the process.

In the PYP Classes, teachers will include evidence of learning which will fill student's portfolios and also link to the calendar so that parents are able to see an overview of learning that is occurring throughout the school year.

5.4.2 Written Reports

A formal written report is provided at the end of each semester. The report covers all aspects of student development - knowledge, skills, and attitudes - and it reflects on units of inquiry, mathematics, English language as well as single-subjects. This report includes engagement and achievement levels. In addition, students will be reported on their Approaches to Learning (ATLs),

which translates to 'child as a learner'. Reports are published via ManageBac and are available to parents.

Progress reports are generated at the end of each Unit of Inquiry for all students in the Primary School. These reports are designed to be a snapshot of each students' progress within the specific unit of inquiry. These will be shared with parents through Managebac and included in the end of semester formal written report.

5.4.3 Conferences

Conferences are held three times a year. These conferences provide a valuable opportunity to learn about your child's learning, progress, and areas for development. Different conference formats take place during the year which include parent-teacher-student and student-led.

6.0 Secondary Specific Information

6.1 Middle Years Programme

6.1.1 MYP Assessment

Assessment is criterion-referenced, meaning students around the world are measured against pre-specified criteria for each subject group. With each summative assessment, students are provided with the criteria and a rubric they are being assessed on. Students should always use this rubric as a guide.

Student work is standardized within each department in the Secondary School to ensure that all teachers are grading student work at the same levels.

In the final year of the MYP Programme, students complete eAssessments and ePortfolios which are assessed and moderated by the IBO. Results are published at the beginning of August.

Please note that, for transcript purposes, grades are generated based on the culmination of all units completed during Grade 10. Grades awarded by the IBO are published on externally recognized Certificates and/or Records of Achievement.

6.2 Diploma Programme

6.2.1 DP Assessment

Students take written examinations at the end of the program, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The IB Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole program and to satisfactory participation in the creativity, action, service (CAS) requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

6.2.2 Diploma certificates

Grade 11 and 12 students can choose a less rigorous pathway of course certificates which will provide entry to many courses at colleges and universities in most countries around the world. This option is called the Course Candidate Programme.

To be registered as a course candidate, students study a minimum of four subjects, normally their mother tongue language, an additional language, mathematics and one other subject, although other combinations are possible. Students must also complete the CAS component and may undertake the Theory of Knowledge (TOK) course and/or the Extended Essay. In the final year of study, students will sit the same external examinations as their peers completing the full DP. When the results are published by the IBO, course candidates will receive an individual result for each course studied.

One benefit of becoming a course candidate is that it allows students to focus on a particular career route or to allow more time to study for national university entrance exams of their home country as well as other major university entrance tests such as the SAT and TOEFL exams.

Utahloy High School Graduation complies with US Standards of Accredited High School Graduation Requirements, that are independent of the IB examinations results.

6.3 School Based Examinations

6.3.1 Mock eAssessments – Grade 10

To provide students with the opportunity to familiarize themselves with online assessments, students in Grade 10 sit mock examinations for the eAssessments.

6.3.2 Grade 11 Examinations

Grade 11 examinations include sample questions from previous IB Diploma examinations, allowing students to assess the level they have reached in each subject. Results of these exams are used as evidence to help teachers determine anticipated/predicted grades to share with universities during the application process.

6.3.3 Mock Examinations Grade 12

To provide students with maximum preparation for the May IB Diploma examinations, mock examinations will be held during the first half of semester two. All Diploma and course candidates will complete examinations on a schedule similar to the official May examinations. Results of the mock exams are used to help determine student predicted grades, which are shared with the IB.

6.4 Reporting in Secondary

6.4.1 Written Reports

A report is provided at the end of each Semester. This report is accessible online using the ManageBac system. The report contains Semester grades.

Progress reports are generated in the middle of each Semester for all students in the Secondary School. These reports are designed to be a snapshot of each student's progress.

All reports show teacher judgements against three sets of learning behaviors:

- **Engages and Participates** - The student focuses on the task at hand, collaborates with teachers and peers, asks questions, inquires independently, initiates problem-solving, and contributes to class learning.
- **Seeks and Uses Feedback** - The student takes initiative to ask for help, seeks guidance throughout the inquiry process, accepts constructive feedback, applies feedback to tasks, and uses rubrics to inform work.

- **Applies Organizational Skills** -The student is punctual and prepared for learning, meets deadlines, and balances time commitments.

6.4.2 Conferences

Parent-Student-Teacher Conferences are held twice a year. These conferences provide a valuable opportunity to meet with all your child's teachers. Conferences are pre-booked on SchoolsBuddy.

6.5 Homeroom

All Secondary students are placed into a homeroom. These classes meet daily for attendance and a check-in to support student social emotional health. Each homeroom has a designated homeroom teacher who stays with their group for the entire year. For Grades 6 to 12 students, each two-week cycle, students have an extended homeroom session called IB Hour. Homeroom is an important time for teachers and students to meet. During this time the homeroom teachers serve as mentors and use the opportunity to get to know students outside of assessed academic subject areas. The homeroom teachers serve as an additional point of contact between home and the school.

Homeroom classes are also used to check student attendance and make sure that the planner is being properly used.

6.6 Textbooks, Reference Books, Resources, and Supplies

Each Secondary School department will supply students with textbooks, reference books, laboratory supplies and materials to enhance teaching and learning. It is typical to use multiple resources and reference books in IB Programme courses rather than using a single textbook. Reference books and 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 books. 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 leaving school.

6.7 Daily Lesson Schedule

The Secondary School works on a 2-week cycle, and is comprised of Week A and Week B. The allocation of these weeks can be seen on the published school calendar. Each day is broken into six 50-minute periods, with two homeroom sessions daily. There are 5-minute crossover times to ensure that students and staff have time to travel between classes.

Block	Times
Homeroom	8:15 – 8:30
Period 1	8:35 – 9:30
Period 2	9:35 – 10:30
Break	10:30 – 10:50
Period 3	10:50 – 11:45
Period 4	11:50 – 12:45
Lunch	12:45 – 1:25

Period	1:25 – 2:20
Period 6	2:25 – 3:20

7.0 Student Conduct

7.1 The Learner Profile and Behavior Expectations

At UISG, students are encouraged to consider their behavior in the context of the IB learner profile. Teachers work with their students to develop essential agreements which explain, in positive terms, appropriate and acceptable conduct to ensure a safe, caring constructive learning environment. Students and staff members are expected to respect and follow these essential agreements.

It is expected that students will adhere to the essential agreements. However, there will inevitably be times when some students need to be reminded of their responsibilities to themselves and to the school. There may be occasions when it is necessary for students to reflect on their behavior in relation to the essential agreements and for staff to implement disciplinary procedures.

7.2 Code of Conduct and Behavior for Learning

Members of the UISG community respect themselves and others by:

- Taking responsibility for individual behavior.
- Acting in a safe and responsible manner.
- Showing a willingness to understand other people's points of view.
- Taking care of the school environment.
- Showing consideration for the whole school community.
- Demonstrating self-management skills.

7.2.1 Behavior for Learning

The purpose of the UISG Behavior for Learning policy is to help children learn appropriate behavior. We believe that appropriate behavior 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 toward developing positive behaviors. School is a place where there is a joint effort to learn, relate, and grow. Our goal is to encourage children to realize that by being given responsibility they will learn to make appropriate decisions.

7.2.2 Inappropriate Behavior

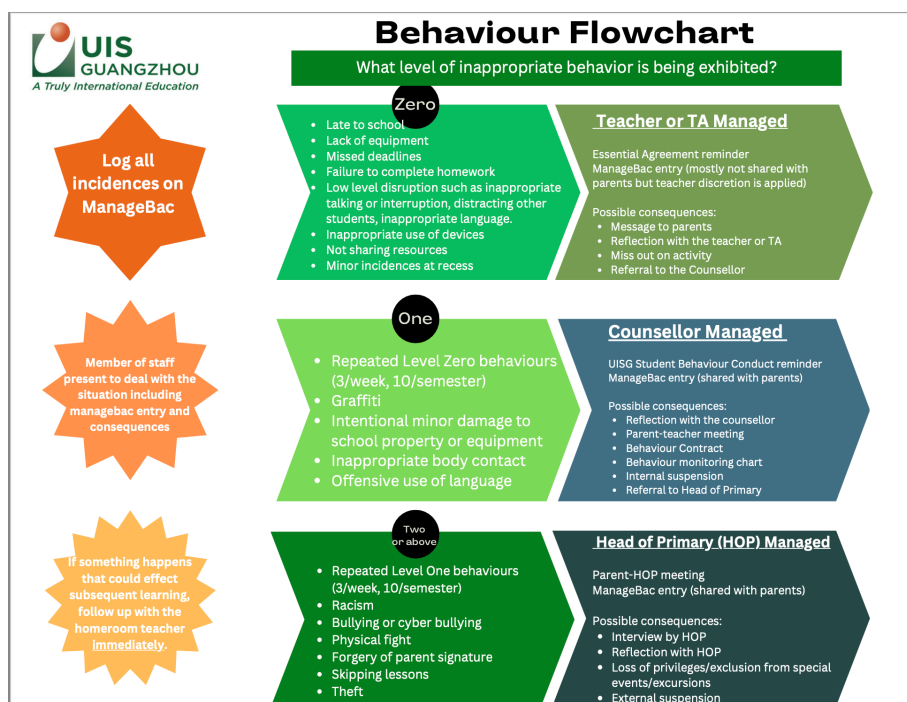
When a student behaves in an inappropriate manner, the priority is to open a dialogue with the student to ensure the student understands that their behavior was inappropriate. It is necessary to find out why the child thought it was acceptable. This is particularly important in a multi-cultural school.

Level Zero	Level One
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<ul style="list-style-type: none"> • Late to lessons/Class • Lack of equipment • Missed deadlines • Failure to complete homework • Low level disruption such as inappropriate talking or interruption, distracting other students, inappropriate language • Inappropriate use of devices (gaming during classroom time) 	<ul style="list-style-type: none"> • Graffiti • Intentional minor damage to school property or equipment • Inappropriate body contact • Offensive use of language
<p style="text-align: center;">Level Two</p> <ul style="list-style-type: none"> • Intentional damage to school property or equipment • Forgery of parent signature • Use or possession of pornographic material • Skipping lessons 	<p style="text-align: center;">Level Three</p> <ul style="list-style-type: none"> • Includes third logged level 2 offence • Possession or consumption of alcohol • Smoking/vaping • Possession of fireworks • Truancy • Violent behavior including fighting • Bullying or Cyberbullying • Theft • Distribution of pornographic material
<p style="text-align: center;">Level Four</p> <ul style="list-style-type: none"> • Possession, consumption or distribution of drugs or alcohol • Possession or use of illegal drugs (controlled substances) at school is strictly forbidden. Any student who is found to be in possession of illegal drugs, caught engaging in the use of illegal drugs, or discovered to be under the influence of illegal drugs, will immediately be referred to the local police. This rule applies to when students at school, on the school bus, or at any school-sponsored activity outside of school. • Use or possession of dangerous or imitation weapons • Major theft 	

Inappropriate behavior is designated as level zero, one, two, three or four offences depending on the severity. This list is indicative only and each case is considered carefully by the UISG Primary or Secondary Heads of Section to decide on the actions taken.

Below is the flow chart for behavior in the Early Years and Primary school:



7.2.3 Possible Consequences for Inappropriate Behavior

- Discussion with student to inquire about the behavior,
- Behavior note logged into ManageBac,
- Apology, oral or written,
- Written reflection,
- Parents informed,
- Conflict Resolution Session with counsellor and/or other students,
- Financial restitution,
- Behavior contract,
- Internal suspension,
- External suspension,
- Permanent exclusion,

Parents will be kept informed of inappropriate behavior and any sanctions by the Head of Section. A parent meeting may be arranged. Inappropriate behavior, incidents and sanctions are logged on ManageBac.

7.2.4 Response to Bullying and Harassment

UISG is committed to providing a safe and bully-free environment in which all students are accepted and respected. The school proactively prevents bullying through age-appropriate education and ensures students and employees are trained in recognizing, responding to, and reporting bullying.

Definitions

*Bullying and harassment** are defined so that all members of the school community have a common understanding of these terms.

Bullying

Bullying occurs when a student repeatedly attempts to hurt, humiliate, or exclude another less powerful student. Bullying is a denial of a student's fundamental need for belonging and acceptance. The four main ways in which school bullying happens are:

- **Physical bullying**, when a student uses physical force to hurt another student by hitting, punching, pushing, shoving, kicking, spitting, pinching, getting in their way or holding them down. It is also bullying to interfere with another student's belongings, to take or break their possessions, and to demand or steal money.
- **Verbal bullying**, when a student uses words to hurt another student. This includes threatening, taunting, intimidating, insulting, sarcasm, name-calling, teasing, put-downs, and ridiculing. It is also verbal bullying when a student uses hostile gestures, such as making faces, staring, giving the evil eye, eye rolling and spitting.
- **Relational bullying**, when a student tries to hurt another student's friendships and relationships through deliberately leaving them out, spreading gossip and rumors about them, giving them the silent treatment, ostracizing or scapegoating. This also includes writing words or creating cartoons, posters or drawings designed to hurt another student.
- **Cyberbullying** occurs when students use mobile phones, text messages, e-mails, instant messaging, chatrooms, blogs, and social media to bully another student in any of the ways described above. Examples of cyberbullying are sending threatening or insulting messages texts, posting embarrassing pictures and information about others on blogs or social media, impersonating another student online, forwarding to others a text or e-mail that was meant for your eyes only and spreading hurtful rumors.

Bullying is a wider category than harassment. **Harassment**** is a form of discrimination, including unwanted physical or verbal behavior that offends or humiliates a person. Generally, harassment is a behavior that persists over time though serious one-time incidents can sometimes be considered harassment. Harassment occurs when someone:

- Makes unwelcome remarks or jokes about your race, religion, sex, age, disability or any other of the grounds of discrimination.
- Threatens or intimidates you because of your race, religion, sex, age, disability or any other of the grounds of discrimination.
- Makes unwelcome physical contact with you, such as touching, patting, or pinching.

Sources

**Solution Coach Handbook, No Bully Program, The Power of Zero, © 2020*

***chrc-ccdp.gc.ca/en/about-human-rights/what-harassment, 26 July 2023*

Response to allegations

UISG does not tolerate bullying or harassment for any reason. It is also a serious violation of the Behavior for Learning Expectations if a student takes revenge or asks someone to threaten or hurt a student that has reported bullying or harassment.

Any member of the school community may inform a school staff member of an alleged incidence of bullying or harassment. A report of bullying or harassment should be presented to a child's classroom teacher/advisor, Grade Learning Leader, counsellor, or head of section (of Early Years, Primary, or Secondary). The Grade Learning Leader, counsellor, and respective head of section will

always be informed of such allegations. This report will then be directed to the child's homeroom teacher/advisor, their counsellor, and the head of section (Early Years, Primary, or Secondary).

All allegations of bullying and/or harassment are swiftly investigated. Following a report, an investigation will occur as soon as possible by the Head of Section. The targeted or bullied student and the alleged bully or offender will be interviewed in addition to any others who may have information pertinent to the investigation. The Head of Section will seek to determine if the allegation is conflict, bullying, or harassment. The Head of Section will determine if a school rule has been broken and, where appropriate, will also seek advice as to whether a law may have been broken.

Consequences

If it is determined that a student has bullied or harassed, there will be a consequence or sanction assigned according to Section 7.2.3 (Possibly Consequences for Inappropriate Behavior, and 7.2.5 Disciplinary Committee, if required as determined by the Head of School), which will be age appropriate. Restorative sessions may also take place 1 to 1 or in small groups of students and will be led by the school counsellor. When possible, a written apology will be presented. The apology will also be verbal if the target of the bullying behavior is agreeable.

At UISG, we believe that punishment generally fails to promote character development in the bully (offender), and alone, may have more harmful effects, than a combined attempt to restore the relationship between the students involved. As a caring school community, we believe all students are worthy of our best efforts to restore relationships.

7.2.5 Disciplinary Committee

In cases when there is a very serious breach of school rules by a student or other situations deemed necessary the Disciplinary Committee of the school will be consulted on the request of the Head of School. Without prejudice to other sanctions, the Head of School may allocate up to three days of suspension in order to give time for the committee to convene.

The Head of School may create a Disciplinary Committee, composed of one or more members of the Section Heads, Grade Learning Leader, Counsellor, the Head of the School or delegate, members of faculty as well as one or more representatives of the parents of the student. The composition of the Disciplinary Committee will be determined by the Head of School.

The Parent/Guardian of the student concerned will be contacted by email, letter or telephone correspondence at least two days before the meeting of the Disciplinary Committee. The correspondence will put forward the objections against the student, the means at the disposal of the student to present their defense, and their right to consult their 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 Committee. On the day of the meeting, the student will be invited to provide all the explanations which they will judge useful in clarifying the debate.

Based on these explanations and those of the Parent/Guardian or a representative, the Disciplinary Committee will impose any sanction which it considers justified.

The Disciplinary Committee decision will, on the same day, be communicated to the student and their Parent/Guardian, confirmed by letter and email, also specifying that it could be the subject of recourse. Any appeal by the student and/or their parents/guardian 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.

Any sanction will be noted 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 Counsellor.

7.5 Dress Regulations

The UISG uniform is set for K to Grade 10. There is no set uniform for Grade 11 and 12, but students are expected to dress in a respectful manner, being mindful of the school as a learning institution, and also need to wear an ID card. A student not wearing full and correct uniform must carry a note of exemption from the Head of Secondary. Individual students are responsible for attaining this note before 8:20 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, located on the school campus. A price list and order form are available.

It is advised that all uniform items are marked with the student's name.

7.5.1 Uniform

7.5.1.1 K to Grade 3

BOYS

- Green polo t-shirts 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.
- Socks and shoes must be worn.

Cold weather approved items: green school hoodie, grey cardigan and black school winter jacket, all with the official school logo

GIRLS

- Green polo t-shirts with the school logo can be worn loose.
- Grey school skirts (or long grey trousers) must be worn.
- Students can wear PE uniform on days when they have PE lessons.
- Socks and shoes must be worn.

Cold weather approved items: Full black leggings green school hoodie, grey cardigan, and black winter school jacket, all with the official school logo.

7.5.2.2 Grade 4 to Grade 5

BOYS

- White polo t-shirts 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.
- socks and shoes must be worn.

Cold weather approved items: green school hoodie, grey cardigan, and black school winter jacket, all with the official school logo.

GIRLS

- White polo t-shirts 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.
- socks and shoes must be worn.

Cold weather approved items: Full black leggings or full stockings, green school hoodie, grey cardigan and black winter school jacket, all with the official school logo. Only grey scarves with school logo are permitted.

7.5.2.3 Grade 6 – 10

BOYS

- Grey school shorts or long grey trousers
- White collared buttoned shirt with the official school logo or a white polo shirt 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 should not wear PE uniform in any other lessons aside from PE. Students will change into and out of PE uniform in the changing rooms. If PE is held in period 1, then students can come to school in PE uniform, and change after.

Cold weather approved items: green school hoodie, black cardigan and black school winter jacket, all with the official school logo.

GIRLS

- Grey school skorts or long grey trousers,
- White collared buttoned shirt with the official school logo or a white polo shirt with the official school logo can be worn daily. Students must own at least one white buttoned shirt with the official school logo to wear on formal occasions or when requested by the school, with a tie.
- Students should not wear PE uniform in any other lessons aside from PE. Students will change into and out of PE uniform in the changing rooms. If PE is held in period 1, then students can come to school in PE uniform, and change after.

Cold weather approved items: Full black leggings or full stockings, green school hoodie, black cardigan and black winter school jacket, all with the official school logo.

Students who come to school inappropriately dressed will be asked to change clothes or remove items. If they do not have a change of clothes, they may be given a school uniform to wear for the rest of the day. They must return borrowed items washed within 48 hours. Parents will be informed

by the Secondary Office. Students who consistently wear inappropriate clothing to school risk being sent home to change and parents contacted by the Head of Secondary for a meeting.

7.5.2 Dress Code Grade 11-12

The aim of the dress code is to ensure a smart appearance for both the students and the institution, to ensure the safety of students and provide some personal choice to students in what they wear.

Grade 11 and 12 students have the option to wear school uniform (compulsory for Grades 6-10). Students who consistently do not follow the dress code may be required to wear the school uniform.

Clothing which is torn, frayed or overly faded is not permitted. Clothing with offensive or inappropriate language or images is not permitted. Shoes should be appropriate for school. Trainers and boots are acceptable. Sandals and open-toed shoes are permitted, but for safety reasons, students may be asked to change into closed shoes in Science, Visual Arts and Design workshops. High heels and flip-flops are not permitted for safety reasons.

Examples of Inappropriate Boys' Clothing:

- Sleeveless vest tops
- Beach or PE shorts, sweatpants

Examples of Inappropriate Girls' Clothing:

- Spaghetti straps, strapless, low-cut, backless or crop tops which show midriffs
- PE, beach or very short shorts, sweatpants

On formal occasions, students may be given specific dress requirements and will be expected to wear appropriate clothing for the event.

Students who come to school inappropriately dressed will be asked to change clothes or remove items. If they do not have a change of clothes, they may be given a school uniform or other clothing to wear for the rest of the day. They must return it washed within 48 hours. Parents will be informed. Students who consistently wear inappropriate clothing to school risk being sent home to change and parents contacted.

7.6 Attendance at UISG

Students must be at school for 8:15 am attendance registration. Students arriving after 8:15 am registration will be marked late. This does not apply when the school bus is late. All absences will be considered 'unexcused' unless parents submit a medical certificate to the section office for long-term or emergency care. These will be considered on a case-by-case basis and may be considered 'excused' only when applicable. Students must never leave the school premises without proper permission to the school office in advance from their parent or caregiver.

Regular attendance is crucial for meeting both graduation requirements and IB requirements for instructional time. Eighty-five percent (85%) attendance is the minimum requirement for graduation from UISG. Absences marked as 'excused' may not be counted towards the graduation requirement and will be considered on a case-by-case basis. Detailed information on graduation requirements can be found in the 'DP Transition Guide'.

Parents of absent students must log all attendance absences on ManageBac or provide either a brief note, e-mail or call the Sectional Office to explain their absence. A planned request for absence should be e-mailed to the Head of Section as early as possible, preferably no later than 48 hours before the absence.

If a student knows they will be absent, it is their responsibility to see a teacher to find out what work will be missed. It is the student's responsibility to see a teacher after an absence to find out what work was missed.

8.0 Student Life

8.1 School Canteen

8.1.1 School Provided Lunch

UISG provides a wide variety of delicious food during lunch for all students as part of the semester school fees. Additionally, the school provides fruit for snacks during the mid-morning breaks for all students at UISG.

The canteen supports the school-wide 'fit for life' program by providing the highest standards of nutrition and hygiene. All food is prepared fresh daily in the canteen. Meals available daily include a hot buffet, sandwiches, salads, and snacks. Vegetarian options are available each day, along with halal options. The canteen is open daily during the scheduled primary and secondary lunch times and not open for students in between lessons.

Parents are responsible for keeping the school informed of any food allergies/special eating requirements by notifying their homeroom teacher and school nurse so that this can be noted and shared with the canteen.

Students in K-K2 have their ordered lunches delivered to their classroom. K3-G12 students eat lunch in the canteen.

Water dispensers are placed around the school. Please ensure that your child has a refillable and clearly labelled non-breakable drink bottle.

8.1.2 Fruit Snack

To promote a healthy lifestyle and optimum learning, fresh fruit is provided each morning for all students. It is delivered directly to the primary classrooms. Secondary students can help themselves from outside the canteen entrance.

8.1.3 The Wolves Café

The Wolves Café is open daily from 7:30 am to 2:15 pm to purchase non-lunch items (coffee, breakfast items, and light snacks). DP students, staff, and parents visiting the school are welcome to come in and relax. Purchases for non-lunch items can be made via the UISG ID Card or WeChat.

8.1.3.1 Topping Up UISG ID Cards for non-Lunch Items

Grade 3 to Grade 12 Students: UISG has an online system for loading money to the child's ID card should they wish to purchase non-lunch items from the Wolves Café.



Alternatively, G3 to G12 students can have their ID cards credited by handing money at the Finance Department or use WeChat pay on a mobile phone to charge money. Their ID cards are then credited. Receipts are provided for all purchases.

Students can check how much credit they have remaining at the machine outside the canteen. Students wishing to purchase non-lunch items should maintain credit by 'topping-up' their cards (minimum RMB 100) during break time or at lunch. The Finance Department is available to show how to use the mobile phone to do the WeChat Payment or the online system for loading money.

8.2 Assemblies

Assemblies are an important facet of school life at UISG as they allow the school community to come together. There are assemblies for Year levels, Early Years, Primary, Secondary and Whole School.

8.3 Student Recognition

UISG recognizes academic achievement, effort, improvement, and the qualities outlined in the IB Learner Profile.

8.3.1 Community Events

Students at UISG regularly come together to celebrate and share student learning and achievements. This takes place throughout the year and includes (but not limited to) the following:

- Musical productions,
- Learner Profile Award Recognition,
- House Competitions and Celebrations,
- Chinese New Year Festivities,
- Celebrations of Learning,
- International Day,
- Sports Awards (typically at the annual Sports Awards Assemblies)

Whenever possible, the school encourages combined-division events (Primary & Secondary) and encourages parent involvement. This is communicated by the Primary and Secondary Offices via ManageBac and the UISG WeChat groups.

8.3.2 Grade 10 Scholarships

Scholarships will be announced by the Admissions and Marketing team.

8.4 Homework

Homework at UISG encourages real-life problem-solving, logical thinking, creativity, and imagination. Homework should embody a balance of academic and holistic engagements, fostering the development of good study habits and supporting a commitment to well-being. Homework should be seen as one way of supporting and fostering lifelong learning and connecting families with the learning of their children.

8.4.1 Homework in Primary

Time Allocation Guidelines

- K2: from November onwards, students receive short tasks (including home reading)
- K3: up to 20 minutes per school night (including home reading)
- G1-G2: 30 minutes per school night (including home reading)
- G3-G4: 35-45 minutes per school night (including home reading)
- G5: 45-60 minutes per school night (including home reading)

Homework is not an expectation during school holidays or weekends. Mother Tongue/Chinese homework will be given on 2 nights a week and the other 2 nights will be given by the homeroom teacher.

8.4.1.1 Home reading expectations

All students are expected to read, or be read to, daily. Parents are encouraged to read with their children or tell stories to them daily, especially in their mother tongue language, to aid in literacy and language development.

Parents are expected to:

- Listen to their child talk about their schoolwork and give their child some time each afternoon/evening when they have their undivided attention.
- Provide a place, with appropriate materials, e.g., a table or desk with a comfortable chair where they can work without distraction from television, internet or siblings.
- Check with their child to see that every assignment is complete and is their best effort. Ask their child's opinion of the completed task. Reflect with your child on their homework. Support their child but do not do the work for them.
- Promote good time-management skills.

8.4.2 Homework in Secondary

Homework in Secondary includes but is not limited to:

- Completion of work from a lesson
- Reviewing concepts and vocabulary developed in class
- Reading in preparation for work in the classroom
- Reading for pleasure in Mother tongue and English
- Completing a formative assessment task
- Undertaking research work
- Preparing for summative assessment tasks
- Extension activities which are designed to stretch students beyond the basic level of knowledge and skills

Homework will need to be completed most school evenings and over the weekend. Students can expect to receive an increasing amount of homework as they get older. MYP student homework loads will vary depending on the requirements of individual courses throughout the year and due to the unit-based nature of the MYP Programme.

Younger Secondary students will often require supervision and support as they develop appropriate study habits.

If no homework is specifically set by a subject teacher, it is expected that the student will use their time to review previous topics studied, read ahead in preparation for the next topic or to read and/or research for enjoyment. Students in G10 to G12 may have homework expectations over holiday breaks.

8.5 Class Size

UISG believes that class sizes influence the quality of teaching and learning; thus, a maximum class size is set in all cases. The following is the maximum numbers of students per class in each level:

K – 12, K1 – 16, K2 – 20, K3 – 22 students

Grade 1 to Grade 10 – 24 students

In certain circumstances, the Head of School may approve an increase in the maximum levels prescribed above.

Grade 11 & 12 - UISG strives to ensure a teacher: student ratio that fully supports the teaching and learning requirements of the IB Diploma Programme.

UEF Policy states that the minimum class size is six students. With the approval of the Head of School, there is the possibility of running a class with fewer students.

8.6 Class Placements

Students are placed in homerooms with the aim of having academic, linguistic, and cultural diversity. The school reserves the right to place students accordingly.

8.7 Lost Property

All lost property is stored near the Primary and Secondary offices. Lost property is regularly shared with students to claim lost items. All unclaimed items are donated to the UPTA or disposed of.

8.8 Lockers

All Secondary students are assigned a locker. It is the responsibility of the student to ensure that:

- The locker is secured at all times with a lock
- Lost keys must be replaced at the student's expense
- Lockers are kept neat and tidy at all times
- No food or drink items are left in lockers overnight
- Visits to their locker are at lesson transition time, break or lunch time only.

Students who regularly bring items too large for one locker, e.g., musical instruments, sports equipment may request a second locker, which may be granted based on need and availability. Alternatively, some large items can be left on top of lockers.

8.9 Houses

All students and teachers are part of the Utahloy House system. They are allocated to one of four houses: Pandas, Warriors, Tigers, and Dragons.

Members of the same family will be in the same house. Throughout the year students will represent their house, competing in a range of activities, such as Sports Day. Each house has house captains who help to organize members of their house for such events.

8.10 Student Leadership

UISG encourages all students to take an active part in the school community as well as their own learning. UISG develops opportunities for student involvement in the areas of decision making, building community, encouraging self-esteem, developing effective communication, and leadership qualities.

8.10.1 Primary

Primary Student Council

At UISG we are proud to have student representatives who take part in the Student Council. The Student Council is a platform which enables children to take responsibility for themselves, the learning community they are in and gives the children 'a voice'. It encourages students to make a positive contribution to their school by inquiring, acting, and reflecting.

The student council runs as an ECA and has representatives from Grade 3 – 5.

House Captains

Students are elected in Grade 3 and 4 to represent each House and organize House events. The House Captains are led by House Teacher Leaders, a teacher representative from each house.

8.10.2 Secondary

There are many opportunities for student leadership in Secondary through sports, the House Program, and Service initiatives. Students are encouraged to take on greater and greater leadership as leadership is an integral part of service learning in an IB school.

The Secondary Student Council is a forum for student expression and assistance in school affairs and activities, give opportunities for student experience in leadership and encourage student, faculty, and community relations. Student Council members are guided by a member of staff and liaise on a regular basis with the UISG Secondary Leadership Team and the UISG Senior Leadership Team.

9.0 Student Support Services

The Student Support Team (SST) provides students with three separate, but interrelated parts:

- Social Emotional counseling handles social, mental health and crisis intervention issues
- Learning support handles student access and extension to academic learning, this includes support for students requiring additional assistance and resources to accommodate their learning needs,
- English as Additional Language (EAL) to support students in learning English and accessing the curriculum.

The SST department works with students, parents, homeroom, and subject teachers as appropriate to facilitate a balanced, positive framework for students as the center of the process.

9.1 Counseling

The school counselors are responsible for supporting students, parents, and staff. Their work is a combination of proactive and reactive services aimed at ensuring the wellbeing of students. Students, staff, or parents may contact the respective counselor or their division if they have a concern.

9.1.1 Social-Emotional Counselors

In the Primary School students can self-refer or may be referred by their homeroom teacher. The Primary Counselor is Ms. Sharon Lun, slun@uisgz.org, who can support students in both English and Chinese.

In the Secondary School, students can self-refer or may be referred by their homeroom or classroom teacher. The Secondary Counsellor is Ms. Julie Mullen jmullen@uisgz.org who will assist students in responding to personal, social emotional, and academic issues as needed.

9.2 College Counseling

College counseling at UISG is offered to all students in the UISG Secondary School. Our College Counselor is Ms. Ye In Oh, yoh@uisgz.org. The university application process requires the student, staff, and the family to work together. The following are general expectations and responsibilities:

Students and parents/guardians are required to:

- Research universities and choose which ones to apply, based on the strengths of the student
- 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

UISG will:

- 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 a one-to-one meeting 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

Throughout upper Secondary School, students will be exposed to a range of learning opportunities and will be increasingly encouraged to participate in shaping their own futures.

Parents are also encouraged to meet with the College Counselor and parent workshops are offered during the school year to help parents support their child with the university application process.

9.2.1 Privacy Guidelines

Sensitive personal information shared with the College Counsellor is kept confidential. The school has the right to share university acceptances with the community 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.

9.2.2 Procedure for Obtaining and Sending Official Documents from UISG

UISG can send transcripts, predicted IB scores, and teacher recommendation letters from the administration office by DHL service. Students must supply the College Counselor with full details of each university they choose to send documents to, specifying whether the documents needed are electronic or hard copy versions. DHL fees are the responsibility of the student/family requesting the submission of documentations. These should be paid in advance. Sufficient notice (usually one week) must be given to the College Counselor to ensure all documents can be collated and sent to the required university within the deadline.

9.2.3 IB Predicted Scores

As shared 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 at the time of prediction.

Predicted Grades are submitted by teachers to the DP Coordinator at the end of Grade 11 (PG1), in October (PG2) and in March (final PG)

9.2.4 University Recommendation Letters

Students may ask up to 3 UISG teachers or staff for recommendation letters if their chosen university requires subject specific recommendation letters. Students should give teachers a month's prior notice when requesting a recommendation letter. When asked, a teacher should inform the student of their availability and ability to write a recommendation for the student. Teachers should send a digital copy of the recommendation letter to the College Counselor when complete.

When universities require confidential recommendation letters, the letter will be sent directly to the university online. Students should not expect to see recommendation letters. UISG will notify universities of any unethical practice, including altering or accessing sealed letters.

9.2.5 High School Transcripts

UISG produces high school transcripts for submission to universities on behalf of graduates or former students. High school transcripts are a record of marks for all subjects taken from Grade 9 to Grade 12 and include both Semester 1 and Semester 2 grades. Grades presented are based on the International Baccalaureate 1 to 7 grading scale. The school is not responsible for collecting and including grades from other schools attended by students.

9.3 Learning Support

As with any educational setting, we can expect to find students with specific learning needs within our school. These needs encompass physical and cognitive disabilities and impairments, learning difficulties, and challenging behaviors through to gifted and talented abilities. Sometimes we have prior knowledge of the needs before enrolment and sometimes we become aware of a child's needs when they are immersed in the school. It is also noteworthy that as many students are gaining fluency in English, learning differences are sometimes harder to identify.

If you have concerns regarding possible learning differences your child has, please contact either Learning Support Coordinator:

- K - Grade 5 Mr. Joe Mock, jmock@uisgz.org
- Grade 6-12 Ms. Maria Castaneda, mcastaneda@uisgz.org

9.4 The Library

The UISG library provides a stimulating and multilingual range of books, periodicals, newspapers and digital resources to support the PYP, MYP and DP. We encourage and challenge our students to be ethical and discriminating users of information. Just as importantly, we collaborate with teachers and our parent community to foster curious, confident and lifelong readers.

The library catalogue, databases and other information about the library can be accessed at the following address: <http://lib.uisgz.org/lib>

Library Hours

Monday to Friday 8:00am - 4:15pm
8:00am - 4:15pm

9.4.1 Circulation

Students may borrow library books as follows:

- K-K3 one book per week
- Grade 1 two books per week
- Grade 2 three books per week
- Grade 3 three books per week
- Grade 4 & 5 four books per week
- Grade 6 to 12 six books for 3 weeks (excluding textbooks)

There are no fines for late books; however, if books are overdue, students will not be allowed to borrow books until they are returned.

Parents can borrow books from our school library. To do so, bring your UISG ID Card.

9.4.2 Librarian

For Whole School library questions or concerns, please contact head librarian, Mr. Hunt Luker hluiker@uisgz.org

9.4.3 Printing

The computers in the library are connected to the photocopiers outside the library. Students may use their personal ID card to pay for printing.

9.4.4 Reference Books

Students must check out subject reference books in the library. At the end of each academic year, all books should be returned. If Grade 11 students, or other students require books over the summer, they can be checked out again for the holiday. At the beginning of each academic year, students must have a clear library record before they may check out any reference books or library books.

9.4.5 Lost or Damaged Books

Students must pay for their lost textbooks or library books in the library. If a student later finds the missing book, they can return it to the library, and they will be reimbursed.

Students are responsible for all materials checked out from the library. If a book is lost or damaged, the following policy applies:

1. **Replacement Costs:**
 - a. **Lost Books:** Students will be charged the replacement cost of the book, which will be determined based on the purchase price of the item.
 - b. **Damaged Books:** Students will be charged the replacement cost of any book returned damaged, intentional or accidental.
2. **Library Privileges:** Students with outstanding charges for lost or damaged books will have their library borrowing privileges suspended until the matter is resolved.

Students are encouraged to take care of library materials to ensure they remain available for everyone. Thank you for your cooperation!

10.0 Extra-Curricular Activities and Trips

10.1 Extra-Curricular Activities

After school and at lunch times, students are given the opportunity to participate in activities and clubs outside of classroom learning. There are a wide range of activities on offer, providing students a chance to try something they might not otherwise get the opportunity to take part in, e.g., art club, chess club, a cooking class, Chinese calligraphy, robotics, Model United Nations, jazz band, choir, orchestra, etc.

Activities and clubs are offered by teachers, teacher assistants, as well as outside providers. Prior to the commencement of each new activity session, parents will have an opportunity to sign up for activities on SchoolsBuddy.

For older Secondary students, lunchtime ECAs provide a fantastic opportunity for students to develop new skills and improve on existing talents. We encourage students to take the initiative of running their own activities as well as participating in clubs run by other students or members of staff.

10.2 Field Trips

Field Trips are an important part of the overall school curriculum. The benefits include:

- The opportunity to apply their learning in a new environment
- Taking responsibility for their learning
- Interacting with their peers and their teachers in a different setting

Field Trips are planned to enhance learning at all year levels. They are designed to provide optimum learning experiences and build on or provoke further learning. Shared experiences enable students to engage in discussion with their classmates and to participate fully in follow up learning engagements.

10.3 School Camps

Overnight or extended field trips and annual camps are an important part of the overall school curriculum, allowing students to travel to various destinations throughout China. Annual camps are funded by the school, while athletics and extra-curricular trips, e.g., Wolves Athletics teams, MUN conferences, etc., are funded by parents.

The benefits include:

- Opportunities for real-life learning within natural environments.
- Participation in group challenges and problem-solving activities.
- Opportunities for learners to explore outdoor and environmental related pursuits.
- Appreciation of China's diversity, cultural knowledge and respect for the environment.
- Opportunities to extend themselves beyond their comfort zone.
- Opportunities to connect the academic curriculum through real-world experiences.

10.3.1 International Trips

From time to time, international trips will be organized for students, especially in the older grades, e.g., university tours, international study, service trips, or other excursions. Such trips will be fully funded by parents. These trips will normally take place during the student and teacher holidays.

10.4 Wolves Athletics

All students are encouraged to try out for each sport. All players should attend a minimum of two training sessions a week and participate in matches after school and on weekends.

Whenever possible, UISG will attempt to have an SDRC/ACAMIS squad whose players travel to the tournaments, and a developmental team who also train throughout the year and play in exhibition matches. Members of the developmental squad would always have the potential of moving to the SDRC/ACAMIS squad.

Due to the limited resources of host schools, only 10-12 athletes may be chosen for each boys' and girls' team depending on the sport in question. Players will be selected for teams based on a range of factors that include attitude, effort, behavior, ability and commitment. It is also an expectation that all students selected for tournaments are up to date with their academic work. In some cases, teams may require more than 12 members which will be determined by the Athletic Director in consultation with the Head of School.

10.4.1 ACAMIS

The Association of China and Mongolia International Schools (ACAMIS) allows international school children to participate in sporting and cultural events across China. Schools are responsible for hosting tournaments or cultural events in rotation, allowing students to travel throughout China to participate in these tournaments or events. Students from Year 9 to 12 participate in ACAMIS events.

10.4.2 SDRC

The Southern Delta Region Conference (SDRC) is the ACAMIS-equivalent for students in Year 6 to 8. The aim is to bring together schools from southern China, principally the Pearl River Delta region, including Guangzhou, Shenzhen, and Hong Kong.

10.4.3 GISES

Guangzhou International Schools Elementary Sports (GISES) aims to bring together primary school students and allow them to compete and develop as young athletes. The organization provides these opportunities for students in Years 2 to 5. Events are organized either during the school day or on weekends. All students are encouraged to participate and attend practice sessions.

10.5 Private Music Lessons

The school brings in private music tutors from the community to teach students as part of the ECA Program. Offerings vary each year according to the availability of instructors. The school has recently had tuition available in guitar, drums, bass, flute, saxophone, clarinet, violin, and piano. Lessons are available in a one-to-one lesson or as a small group lesson depending on parental choice. Lessons are fully funded by the parents.

The school provides training in child protection for these instrumental teachers and adheres to the guidelines written in the UISG Child Protection Policy.

11 Home and School Communication

11.1 Communication

Effective communication is crucial to the smooth and successful operation of the school. UISG has a variety of strategies to ensure that parents remain informed of student progress and aware of school events. ManageBac is UISG's integrated online platform for **curriculum planning, assessment, attendance, and reporting**.

It serves as a central hub for teachers, students, and parents to access evidence of learning via:

- **Unit plans** (what is being taught)
- **Assessments & Tasks** (how learning is measured)
- Portfolio (tied to Assessments & Tasks as Evidence of Learning)
- **Deadlines** (when tasks are due)
- **Reports** (summaries of student performance)
- **Attendance & behavior tracking**

Other publications include the following:

- Online updates of school events and important messages on the school's website, ManageBac and WeChat.
- Emails via ManageBac for Early Years, Primary, and Secondary School parents and students.

In addition to scheduled reporting times, open dialogue between the school and home is encouraged. Parents or teachers may request additional meetings to discuss issues relating to students. A mutually convenient time will be arranged.

All teachers can be contacted by email.

Access to ManageBac can be via the Internet or through the ManageBac App available for iOS smart phones and tablets.

11.1.1 Early Years and Primary

In Early Years and Primary, ManageBac is the main online vehicle of communication. Weekly communication of events will be sent through ManageBac. On Fridays, grade level information will be communicated to parents.

When a student is enrolled in the Primary School, an account will be set up for both registered parents automatically. Any parent unable to access ManageBac should email the Primary School Office at primaryoffice@uisgz.org for assistance.

Expectations for the use of ManageBac as a Curriculum Management System and as a communication tool with parents include:

- Evidence of Learning - teachers will include evidence of learning (photos, videos, tasks, etc..) which will fill student's portfolios and link to the calendar so that parents are able to see an overview of learning that is occurring throughout the school year.
- Reporting – Full written reports will be published at the end of each semester

- Discussions – from either teacher to all parents in the class or year level or, from the Primary office to all Primary parents. Messages between parents and teachers will also be use in ManageBac
- Messages – from either teacher to all students in the class or, more often, messages to year groups or parents
- Attendance – Class attendance is recorded on ManageBac. Parents can log attendance excusals through ManageBac.
- Behavior – Incidents, reflecting both positive and negative behaviors, are logged on ManageBac. Parents are notified of serious incidents/issues.
- KeyChat – instant messaging where parents can communicate with various teachers within Managebac.

ManageBac allows parents access to students' reports and portfolios. It also allows parents to log absences.

11.1.3 Secondary

ManageBac is the electronic academic management system that is used throughout the Secondary School. It provides a comprehensive view of the Secondary School curriculum, student progress, and is the primary communication platform.

Parents have 'live' daily access to their child's ManageBac pages through their own parent account. When a student is enrolled in the Secondary school, an account will be set up for both registered parents automatically. Any parent unable to access ManageBac should email the Secondary Office at secondaryoffice@uisgz.org for assistance.

Expectations for the use of ManageBac as a Curriculum Management System and as a communication tool with parents:

- Formative Tasks – details of on-going activities during the unit, which may include homework tasks, classwork, activities or tests
- Summative Tasks – details of unit assessments to be completed by students during or at the completion of each unit
- Reporting – Reports will be published four times a year.
- Files – any supporting documentation used in classes (notes, PowerPoint slides, curriculum documents such as case studies and data booklets)
- Messages – from either teacher to all students in the class or, more often, messages to year groups or parents
- Attendance – Class attendance is recorded on ManageBac. Parents can log attendance excusals through ManageBac.
- Behavior – Incidents, reflecting both positive and negative behaviors, are logged on ManageBac. Parents are notified of serious incidents/issues.

Secondary Student Planner

All Secondary students are given a UISG Student Planner at the beginning of the school year. The planner is designed to support students with their learning and is used for organizing review activities, planning assignment timelines, and recording homework each day. Grade 6 to 8 students must have a planner with them when they are in class. Grade 9 to 12 students may choose to use an alternative form of planner, but all students must be able to show their homeroom teacher the method used to plan work.

The planner must be kept in good condition. Planners which are badly damaged or considered unusable for school purposes must be replaced and paid for by the student. Replacements can be purchased from the Secondary School Office at the cost of 50 RMB each.

11.2 Utahloy Parent Teacher Association

Links are maintained through the vital and active parent teacher association called UPTA (Utahloy Parent Teacher Association), which was founded in 2006. All parents and teachers of UISG are automatically members of the UPTA and welcome to join meetings and activities.

The UPTA provides a good channel of communication between parents and the school. Parents can receive information and raise questions if there are areas of concern. In turn they can give valuable recommendations and support, sharing ideas by drawing upon the varied backgrounds, cultures, professions and talents of its members.

The UPTA plans and coordinates fundraising events for the school community. Some regular events include a Welcome Picnic at the start of the school year, food sales at the International Festival of Light in December and a Primary and Secondary School Book Fair. Funds are raised for charity donations and/or to improve the school's environment and support future activities.

Parent Representatives

Each EY and Primary classroom have a Class Parent representative who provides a vital link between families. Volunteers are called for early in the year. They assist in coordinating classroom helpers, provide additional support for a range of school events and play a key role in welcoming new families.

Class Representatives in the Primary School help facilitate cooperation and harmony between home and school. There are many opportunities for parents to volunteer, become a part of the charity work undertaken by the UPTA or to assist in the many projects. The Early Years Programme welcomes parent involvement in the early stages of children's development and integration into school life.

There are workshops and seminars for parents run in cooperation with the school. The UPTA meets twice a semester, and all parents are encouraged to attend. Please ask for the contact names of this year's UPTA Board - and come and join us! Email: UPTA_GZ@uisgz.org

11.3 Translations

Due to the number of nationalities at UISG it is not possible to translate information into all languages. However, when a parent does not speak English, every effort will be made to have information translated. This usually includes Chinese and occasionally Korean and Japanese.

11.4 Dealing with Concerns

Parents and students who have concerns on any matters regarding their child's education or other general concerns should follow these procedures:

- Discuss the concern with the homeroom/subject teacher.
- If still not satisfied, arrange a meeting with the Head of Section.

- If still not satisfied, arrange a meeting with the Head of School. Most complaints and grievances can, and should, be resolved at the level at which they arise: between the student and the teacher or other school employee, if necessary, with the help of the Head of School. In all cases, student complaints will be dealt with seriously, courteously, and promptly.

If any matter cannot be resolved at the school level, the Head of School may consult the Chair of the MDC. However, if the student or parent feels that their complaint has not been handled fully or fairly, an appeal to the MDC is available to the student or parent. On receipt of an appeal, the Head of School will forward it to the chair 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. All appeals must be made in writing, to the person or body designated, and within the time specified.

12.0 Health and Safety

Health and safety issues are of paramount importance to UISG. Health and safety issues or concerns should be raised by any member of the school community.

The Health and Safety Committee shall have the responsibility of ensuring that all areas of the school meet the highest standards regarding health and safety. Parents and students are encouraged to contact any member of the administration who will pass their concerns onto the Health and Safety Committee.

12.1 Health & Health Services

The school has two clinics, staffed by nurses, providing medical services to students from 8:00am to 5:00pm. A note is made on ManageBac for any student visiting the medical room and requiring treatment. This note is automatically sent to the parent and the homeroom teacher. The nurse notifies the section office, who calls the parent if the student needs to go home or go to the hospital.

12.1.1 School Nurses

Secondary Building

Telephone 020 8720 2019 / 020 8704 4675

Early Years Building

Telephone 020 8720 2019

12.2 Accidents

UISG maintains a safe place for students, staff, and visitors and to have immediate first aid available in the event of an accident. The school takes the prevention of accidents seriously and will do all that can be done to prevent all accidents.

12.3 Illness and Infectious Diseases

Infectious diseases

It is important that parents keep children at home if they are unwell. UISG maintains a 'fever free' environment and will send students home if they have a temperature over 37.3°C or any other signs

of possible infectious illness. If a student has an infectious disease, it is important that the child is kept at home until recovered and there are no more infectious symptoms. Parents should inform the school as to the nature of the infection, particularly if it is contagious.

Children should not come to school if they have any of the following, including but not limited to:

- fever
- diarrhea
- vomiting
- discharge from eyes or ears
- heavy nasal discharge
- persistent cough
- unidentified rash.

It is strongly advised, that in these instances, the child receives medical attention. A medical note may be required before the child is allowed back to school (see table below).

If a child becomes ill while at school, they will be taken to the nurse for assessment. If the child needs to go home, the parents will be contacted and the child should be picked up as soon as possible, preferably within 60 minutes. The child will be kept in the clinic or an isolation area and monitored by the nurse until a parent or another designated individual arrives. Children who become ill at school will not be allowed to ride the school bus.

In the event of a doctor's approval that a child may return to school, the administration may still require the child to be excluded for the following reasons:

1. The illness prevents the child from participating comfortably in school activities.
2. The illness results in a greater care need than the teacher and assistants can provide without compromising the health and safety of other children.
3. It is below the minimum school exclusion time period for the infection (see below).

In the instance of any child being diagnosed with an infectious disease, where appropriate, a letter will be sent to the appropriate class, or year, or school section parents informing them of the infectious disease. Deep cleaning of the appropriate classrooms will take place. The nurse will complete daily checks of all students in the appropriate classes, whilst the disease is prevalent. By following this procedure, we can maintain a healthy environment for all and minimize the risk of infections spreading.

Head Injuries

If a child has been bumped on the head or received a head injury, even if it is very slight, the parents will be informed and may be required to collect their child and take them home.

12.4 Medication at School

Non-prescriptive medication can only be given with permission from parents. If a student requires the school nurse to administer medication during school hours, the nurse must receive a consent note from a parent/guardian with the student's name, the reason for giving the medicine, dosage, time and for how many days (along with a doctor's note). Medications must be clearly labelled. Medication must be administered by the nurse. Older Secondary students may self-medicate, but this must be done in the medical facility. Exceptions are inhalers which must be kept with the

student or homeroom teacher. If a student requires an epi-pen this must always keep with them; a second one should be kept in the medical facility.

12.5 Students leaving school early

If a student needs to be sent home due to an injury or illness, the Section Office will contact the parents to inform them.

- Early Years, Primary, and Grade 6 to 9 students must be collected by a parent or guardian.
- Grades 10 to 12 students must receive parent permission prior to being sent home unsupervised. Parents should notify the Section Office.
- All students must sign out at their respective section office and collect an 'off campus sign out sheet'. This informs the school who has left the campus.
- Security cannot allow a student out of school without the signed permission slip.

12.6 Medical insurance and disclaimer

UISG does not carry or maintain any health, medical, or disability insurance coverage for students including for any various activities/field trips. Each parent is expected to ensure appropriate medical insurance coverage for their child/ren as the school will not cover any medical expenses whatsoever relating to students.

12.7 Medical treatment and vaccinations

Parents and/or legal guardians will keep their child/ren up to date with vaccinations recommended for their age group as they progress through the school. It is the full responsibility of parents/guardians to ensure appropriate medical insurance coverage as the school will not cover any medical expenses whatsoever relating to students.

By signing a permission form, parents and/or legal guardians may give permission for school staff to administer minor first aid or treatment when required and to give immediate medical assistance to a student in the event of medical emergency.

Please refer to the admissions package for further details regarding conditions and declarations.

12.8 Injuries and emergencies

The school nurse will contact the Head of Section as well as the 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.

Unless parents specify otherwise, the students will be taken to Nan Fang Hospital.

12.9 Air Quality

Indoors Day Policy (AQI \geq 200)

When the Air Quality Index (AQI) reaches **200 or above**, the school will enforce an **"Indoors Day."**

This means:

- No outdoor play or lessons (e.g., PE classes, breaks).
- All activities must move inside as soon as possible.

Monitoring & Communication:

- The **Health & Safety Officer** monitors AQI levels via the gauge outside the Admin Building.
- If AQI reaches ≥ 200 , the officer notifies the **Heads of Section** and **Head of PHE**, followed by an email to all staff regarding restrictions.

Return to Normal:

- If AQI drops **below 200**, teachers will be notified, and red flags will be removed.
- The Health & Safety Officer increases monitoring frequency while AQI remains elevated.

12.10 Hot Weather

RED Hot Weather Warning is defined as temperatures at either over 40°C or a 'Red heat wave warning' (CMA). When temperatures reach over 40°C or a '*Red heat wave warning*' has been issued, the Health and Safety Officer will inform all staff that outdoor activities must be postponed or cancelled. The move from outside to inside will occur as soon as possible.

Extreme hot weather levels are monitored frequently by the Health & Safety Officer. Once the reading drops below a temperature of 40°C or the red heat wave warning has been officially downgraded, teachers will be emailed, and the flags removed. Teachers will be reminded to continue to be extra cautious and vigilant and adhere to the dangerous hot weather practices and restrictions if taking students outside (see below).

ORANGE Hot Weather Warning is when temperatures reach from 37°C to 39°C or an 'Orange heat wave warning' (CMA). When the temperature reaches 37°C or an orange heat wave warning has been issued, the Health & Safety Officer emails staff that all outdoor activities will be restricted. Any outdoor activity will be restricted to 15-20-minute intervals, at which point a compulsory 5-10-minute water break must take place. Students must be in a shady area for the break. The length of activity time and break will be dependent on the activity and determined at the teacher's discretion.

When other conditions have a significant influence on temperature, e.g., high humidity, which may cause stress and possible health risks to children the Health & Safety Officer, along with the UISG Emergency Response Team (ERT), makes the final decision on whether outdoor activities should be stopped, or restricted activities should be enforced.

Note: CMA refers to the China Meteorological Administration
<http://www.cma.gov.cn/en/WeatherWarnings>

12.11 School Closure

The school may close, either to students only, or to both staff and students in exceptional circumstances. This may occur when the relevant weather signals are broadcasted by the Baiyun Weather Bureau, or a mandate from the Guangzhou Education Bureau. The school is subject to closure if the conditions are too dangerous to ensure the safety of the students and staff, regardless of the weather warning signals. According to the weather warning signals at the time of the writing of this policy, the following signals may trigger the closure of the school:

<u>Typhoon:</u> Yellow Orange Red	<u>Rainstorm:</u> Red
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There are two possible situations that may arise: early departure of buses from school or the cancellation of the entire school day. In the event of a school closure parents are contacted via WeChat and ManageBac and a message will be posted to all parents using SchoolsBuddy. These will be kept up-dated so that parents are informed of when school will resume. This will ensure that full communication takes place within the UISG community.

12.12 Child Protection

The UISG Community works together to ensure the safety and wellbeing of children. The [UISG Child Protection and Safeguarding Handbook](#) describes the process to be followed in cases of suspected child abuse. The term “child” refers to a person under the care of a UEF school. The term “community” includes all staff, students, parents, and relevant stakeholders.

UISG plays a vital role in their local communities as protectors of children. UISG aims to ensure that all children in their care are afforded a safe and secure environment to grow and develop. UISG is fully committed to the United Nations Convention on the Rights of the Child and to the care and safety of all children.

UISG recognizes that:

- The protection and welfare of children is of paramount importance
- The education of all UISG community members is critical for the Child Protection Policy.

UISG must:

- Maintain policies and procedures that ensure safe practices which minimize the possibility of harm or accidents happening to children,
- Adopt procedures to protect staff from conduct which may leave them open to accusations of abuse or neglect,
- Develop a practice of openness with parents and encourage parental involvement in ensuring the protection of their children,
- Fully respect confidentiality requirements in dealing with child protection matters, subject to reporting requirements,
- Fully cooperate with the relevant authorities in relation to child protection and welfare matters,
- Ensure that policies, procedures, and handbooks are kept up to date and accessible to the community.

Child Protection Officer(s) are appointed from amongst the faculty to ensure there is training for all staff and an awareness of child protection rights and responsibilities for all members of our school community, including staff, students, parents, board members, and visitors.

The Child Protection Officer (CPO) is:

- Lars Jirrmann, ljirrmann@uisgz.org, Whole School
- As part of the guidelines, the CPO may allocate temporary CPOs to assist in situations that require input or avoid conflict of interest.

12.13 UISG Security Regulations

12.13.1 For Parents

- The school urges all parents to obtain a Parent Card when they join the school community. Any parent who does not already have a Parent Pass should email reception at parentpass@uisgz.org and apply for one as outlined below.
- Parents must show their parent card to enter the school. If you do not have a parent pass, another ID will be required.
- At Morning drop-off and afternoon pick-up, parents need to sign in and sign out at the security gate.
- Morning registration time is 8:20am. For Morning drop-off, the sign in/sign out system will be made available from 8:00am to 9:00am, in case students arrive late.
- Afternoon pick-up time is 3:20pm. For afternoon pick up the sign in/sign out system will be made available from 3:00pm to 4:00pm.
- All children must be picked up by 3:30pm and leave the school premises by 4:00pm unless involved in an after-school activity.
- Parents visiting the school outside of morning drop off and afternoon pick up times (9:00am to 3:00pm) must have an appointment to do so.
- On arrival at the school parents must sign in and report to reception. Parents must sign out when they leave the school.
- Special events/meetings. On these days parents are required to sign in and sign out at the security gate.

12.13.2 Student Passes for Grade 3-5: Walking to/from School

Parents may request a student pass allowing Grade 3 – 5 students to enter and leave school unaccompanied by an adult. This is usually for students living in the neighboring area that wish to leave through Gate 3 or 5.

To obtain a pass:

- Parents must email the primary office or Head of Primary to give written permission for their child to enter/leave gates 3 or 5 unaccompanied following the normal school operating hours.
 - The request should include:
 - The full name of the child and grade level,
 - The gate that will be used,
 - The home address that the child will be walking to/from,
 - Applicable dates that the pass will be valid for (i.e. semester 1),
 - Emergency name & contact number,
 - Full name of the parent requesting the pass.
- Reception/Facilities will create a pass and inform security accordingly,
- The Head of Primary reserves the right to refuse or revoke a student pass based on inappropriate or unsafe behavior,
- Students under Grade 3 will not be granted a student pass and must be collected by an adult from school,
- Once students leave the school gates, the parent/guardian accepts full responsibility for the child(ren).

Student Expectations:

- Must stay on the paths and ensure they walk home,

- The pass will only apply to the child listed and not friends,
- Should not litter or cause unrest in the community,
- Leave school at 3:20 or 5pm on ECA days and go straight home,
- May not remain on campus past 3:20 unless they are in an ECA,
- Cannot enter the tennis courts or swimming pool under any circumstances.

12.13.3 Applying for a Parent's pass

- Complete an application form with the required parents' information.
- Attach a digital photo. It is preferable that the photo is passport/visa size and standard with a white background.
- Email the completed application form to parentpass@uisgz.org. Your Parent Card will be available to collect at Reception in ten working days. You are required to show photographic proof of identity (e.g., passport/ID card) and sign the acknowledgement of Code of Conduct and Guidelines regarding Entry and Exit of the school on receiving the Parent Card.

12.13.4 For Visitors

UISG has the obligation to ensure that the school is a safe place for all students. Regulating who is on the premises is of highest priority. Visitors are only able to enter the school after approval has been granted by the Head of Section or the school administration. Below are the procedures for all visitors to enter and exit the school.

- Visitors are not allowed to visit the school without prior arrangement.
- Visitors should be accompanied at all times whilst on the school campus.
- On arrival visitors must register with the security office at Gate 1 before entering the campus. To register visitors must show an Identification Card or Passport and sign in.
- Visitors must then proceed to the reception desk. The receptionist will inform the appropriate person of their arrival.
- Visitors must always wear their visitor card throughout the school visit.
- Visitors are required to return the visitor card and sign out at the security office, Gate 1, when leaving the school.
- All visitors must abide by the UISG Code of Conduct.

12.14 Visiting Students

Former Secondary students of UISG are welcome to return and visit the school but they must email the Secondary Office in advance secondaryoffice@uisgz.org to request permission. The Head of Secondary will give permission and inform teachers of the visit. On arrival, they must sign in at the Main Reception and get a Visitor's Pass. Former Primary students may visit the school by obtaining approval from the Head of Primary. Parents must email the Primary Office in advance to request permission.

12.15 Vehicles

All visitors' and parent vehicles are to be parked in the school parking and are not allowed to enter the school academic grounds. During school events or activities, vehicles should be parked in places indicated by the school. Parking may be limited for larger events.

Parents must register their vehicles at reception by completing the '**UISG Vehicle Sticker**' application form each year. This sticker must be clearly displayed on the vehicle windshield at all times when on campus to ensure safety & security of our UISG campus.

12.16 Buses

UISG provides a bus service for all students where possible. The school bus service is a safe and useful addition to the school operations. All drivers have the proper driving license and training. The bus routes are authorized by the relevant government bodies and all permits are checked regularly. All parents will be informed of the bus service during registration. The main focus during the pickup is student safety.

UISG provides bus services to and from school. Buses arrive at school between 7:50am and 8:15am each day. Afternoon buses depart between 3:30pm and 3:40pm. Parents and students are required to abide by the Bus Home-School Agreement. See 12.16.2 for Late Buses information.

The bus service is coordinated through the school office. All school buses have bus supervisors who are in mobile phone and WeChat contact with the school.

Students who take buses are required to:

1. Always Interact respectfully with the bus driver and supervisors
2. Wear seat belts
3. Always talk quietly and remain seated
4. Always keep the windows closed
5. Be on time at the bus stop
6. Be responsible for personal belongings
7. Refrain from eating and drinking when possible. Drinking water is acceptable.

No students should stand at any time while the bus is moving. The driver will not depart until all students are seated. The bus will not pick up more students than the number of seats available.

Students are required to wear a seatbelt while on the bus. The bus monitor will check that all students are wearing their seatbelts correctly before departure.

WeChat groups are created for each bus route to assist with quick communication in the event of a delay or accident. Parents are not permitted to use the official school bus service.

12.16.1 Changing Buses

If a student is not going home on the bus they would normally use, they must request a change on SchoolsBuddy and inform the homeroom teachers. Students are not allowed on a different bus without permission.

Any changes to transportation arrangements for a child in Early Years or Primary must be completed by a parent. For Secondary students, a change can be completed by either a parent or the student.

All requests must be made on SchoolsBuddy before 12:00pm on the day the change is required.

Each type of bus change requires a separate request to be made.

In special cases, when the change of bus is unforeseen, parents may telephone the Bus Office that day to request an emergency bus change.

*Please note bus changes are only allowed if there is an available seat on the requested bus. If a bus change request cannot be granted, the person making the request will be informed.

12.16.2 Late Buses

Once after-school activities begin, there will be buses available on Monday to Thursday at 5:15pm for students and staff involved in after-school activities. Students who have signed up and have parental permission to stay for an activity will automatically be transferred to a late bus.

Any staff and students remaining on campus but not in an organized activity, e.g., students staying behind to work under the supervision of a teacher must make the request using SchoolsBuddy, to ensure a place is available on the bus. Students who remain after school on Friday for an approved activity must be picked up by their parents or make their own way home as there is no late bus for students on Fridays.

Please be reminded that late buses are limited in their routes and drop-off points. All Primary students must be picked up by a designated adult at the drop-off point.

13.0 Technology

(See Appendix 1 for Acceptable Usage Policy)

13.1 BYOD (Bring Your Own Device)

UISG values the dynamic and meaningful infusion of technology in teaching and learning throughout its curriculum. The goal of the school's BYOD program is to expand 21st-century learning opportunities in an equitable manner for all students. These crucial opportunities, and the skills developed in their pursuit, are essential as students prepare today for the roles they will have tomorrow.

It is the school's intention to be thoughtful and strategic in attaining these goals. Part of these plans has been a rigorous evaluation of the digital tools we use and the platforms on which they are based.

13.1.1 Hardware and Software Requirements for Classes

2025-2026 Student/Family-owned Devices

YEAR 3-4 STUDENTS are required to bring a tablet but recommended to bring an iPad for use in school.

Device Recommendation

iPad compatible with iOS 17 (released in 2023) or later, such as the current 10.2" iPad (10th generation at this writing)

- You can visit <https://www.apple.com/ipados> to learn more
- Built-in apps on iPad are compatible with teachers' curriculum and development.

Device other than the recommendation

An android tablet running Android 13 (version 13) released in 2022 or later

- Those tablets are required to install an anti-virus app and apply the latest security fixes to protect the security of the devices and the school network. It is the responsibility of parents/students to purchase, install and update the anti-virus software. Students using those devices are required to bring their tablets to the IT Department to check their installation status. If no anti-virus software is found the IT Department will install a free version on behalf of parents/students, but the responsibility remains on parents/students.

Compatible apps on Android for classes

- Install equivalent apps on Android that are compatible with teachers' curriculum and development. Current class material and demonstration are prepared by teachers using the Apple suite (Pages, Numbers, Keynote, iMovie, GarageBand, etc.) Parents and Guardians are responsible for purchasing and maintaining comparable apps for student use.
- The purchase, the costs, and ongoing updates of the apps, anti-virus app, and OS will be the responsibility of students/parents
- Parents will be responsible for teaching their children how to use those equivalent apps for class projects
- IT support and troubleshooting on Android apps and devices will NOT be provided at UISG

Students in Year 4 that enroll halfway through the year have an option to purchase a laptop to prepare for year 5 PYPx. This is to help families avoid having to purchase two devices within a year period.

YEAR 5-12 STUDENTS are required to bring a laptop, and it is recommended to bring a Mac laptop for use in school.

Device Recommendations

Year 5-8 MacBook Air

Year 9-12 MacBook Air /MacBook Pro 13"

- MacBook compatible with macOS 14.0 (Sonoma) released in 2023 or later
- You can visit <https://support.apple.com/en-hk/HT201475> to learn more
- For the 2024-2025 School Year, students in Y5 should consider purchasing prior to PYPx since the policy was updated to align with the change in UISG PYP from EY-Y6 to now EY-Y5.

Device other than the recommendations

- Windows laptop running Windows 10 or later, or any other platform running the latest OS
- Those laptops are required to install an anti-virus program and apply the latest security patches to protect the security of the laptops and the school network. It is the responsibility of parents/students to purchase, install and update the anti-virus software. Students using those devices are required to bring their laptops to the IT Department to check their installation status. If no anti-virus software is found IT Department will install a free version on behalf of parents/students, but the responsibility remains on parents/students.

Compatible software on laptops

- Install equivalent software that is compatible with teachers' curriculum and development. Parents/Guardians are responsible for purchasing and maintaining comparable apps for student use.
- The purchase, the costs, and ongoing updates of the software, anti-virus program, and OS will be the responsibility of students/parents

- *Parents will be responsible for teaching their children how to use those equivalent software applications for class projects*
- *IT support and troubleshooting on Windows software and devices will NOT be provided at UISG*

All students from Years 3 to 12 are required to bring a device that is either recommended according to the BYOD policy or has equivalent specifications and able to operate UISG software programs and applications. If you have any questions regarding device specifications, please refer them to IThelpdesk@uisgz.org.

13.2 Social media guidelines

Social networking sites such as, but not limited to, WeChat, Facebook, X, Weibo and Instagram are widely used. To ensure the safety of the UISG community, the Social Media Guidelines states UISG's approach to community use of social media and establishes the procedures we will follow and actions we may take. The Social Media Guidelines apply to all stakeholders at UISG. Stakeholders are individuals both directly and indirectly involved with the school (students, parents, staff members, board members and community members). Please read the Guidelines carefully.

Aims

- To encourage social networking sites to be used in a beneficial and positive way by all stakeholders.
- To safeguard the UISG community from negative effects of social media.
- To safeguard the reputation of UISG from unwarranted abuse on social media.
- Clarify what UISG considers to be appropriate use of social media.
- Set out procedures UISG will follow where it considers stakeholders have inappropriately used social networking sites to the detriment of UISG.
- Ensure that social media practice aligns with the UEF Child Protection Policy.

13.2.1 Appropriate use of social media

As a guide, individuals should consider the following prior to posting information on social networking sites about UISG and its stakeholders:

- Is the social networking site the appropriate channel to raise concerns, give feedback or express these views?
- Would private and confidential discussions with UISG be more appropriate, e.g., if there are serious allegations being made/concerns being raised? Social media/internet sites should not be used to name individuals and make abusive comments. Please contact UISG to discuss any concerns you may have.
- Are such comments likely to cause emotional or reputational harm to the individual/s?
- The reputational impact that posting of such material may have on UISG; any detrimental harm that UISG may suffer as a result of the posting.

13.2.2 Inappropriate use of social media

Although social networking sites may appear to be the quickest and easiest way to express frustrations or concerns about the school (and those associated with it), it is rarely appropriate to do so. Other channels, such as a private and confidential discussion with the school or using the school's formal complaints process are much better suited to this.

The school considers the following examples to be inappropriate uses of social networking sites (This list is not exhaustive and intended to provide examples only):

1. Making allegations about UISG staff, students or community (cyber-bullying);
2. Making complaints about UISG staff, students or community.
3. Making defamatory statements about the school, UISG staff, students or community.
4. Posting negative/offensive comments about the school, UISG staff, students or community.
5. Posting photos of other children without consent.
6. Posting racist comments.
7. Posting comments which threaten violence.

UISG treats the safety of all community members of highest priority and addresses matters of harassment, racism, and threatening behavior very seriously. Students and parents will be required to familiarize themselves with the Social Media Guidelines and sign the agreement accordingly. Members of the school administration reserve the right to investigate and check student devices when there is suspicion of inappropriate uses of social media that may impact the wellbeing or safety of UISG community members. Such an investigation will involve at least one Senior Leadership Team (SLT) Member, a second adult member of staff and the student. With reasonable suspicion, student devices can be confiscated and locked up. UISG will, together with the parents, check the student devices and record the suspected inappropriate behavior by taking photos and/or videos. Inappropriate use of social media may lead to disciplinary measures according to the school's disciplinary procedures.

13.3 School Educational Applications

At UISG Students use a variety of educational applications, including but not limited to: ManageBac, Microsoft Teams, and SharePoint as both educational and communication applications. The purpose is to create an information-rich learning environment that broadens the opportunity for integration into the curriculum.

- Students are responsible for their behavior and communication on the Internet.
- Students may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on any network.
- Students may not use the Internet/technology devices to engage in unethical behavior, hacking, or any other unlawful activities.
- Transmission of any material in violation of PRC Laws, regulations or Board policy is prohibited.
- Any use of the Internet, including email, for commercial purposes, advertising, or political lobbying is prohibited.
- Students are expected to abide by the following generally accepted rules of network and email etiquette:
 - Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the school's technology resources/network. Do not use obscene, profane, vulgar, sexually explicit, defamatory, or abusive language in your messages.
 - No school technology resources will be used to intimidate or bully another student on or off school grounds. Doing so will violate the acceptable use policy and user privileges will be suspended. In addition, further disciplinary action or legal action may be taken.
 - Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet. It is the student's responsibility to remember their student username and password.
 - Do not transmit pictures or other information that could be used to establish your identity without prior approval of a teacher.

- Never agree to get together with someone you “meet” on-line without prior parent approval.
- Students are not allowed to electronically record audio, pictures or video of staff or other students without their consent.

13.4 Proper Use of Mobile Devices

All students using a mobile device at UISG, and their parents, must agree to abide by the UISG Use of Technology Agreement. Mobile devices referred to in this policy refer to any electronic device that can be used to access the Internet or other cloud sources, information or communication platforms and typically include, but are not limited to, laptops, tablets, mobile phones and smart watches. Use of mobile devices on school grounds is at the discretion of teachers and staff members. Copies of these agreements will be kept in the Primary or Secondary offices.

Expectations

- The purpose of the use of mobile devices at school is strictly for educational uses. The mobile device cannot be used for personal reasons without permission by teacher or other staff member.
- Students should bring fully charged devices to school.
- Students may use headphones on the bus for personal use but should remove them before leaving the Bus Park.
- The school will educate students in digital citizenship and safe storage and security of their device(s).
- Digital Citizenship will help students to learn to make positive choices regarding the use of mobile device and social media.
- Students must not have non-educational websites open on their mobile devices during instructional time. All games, social media sites, chat groups should be closed.

Problems with Devices

- The use of mobile devices is not to be a distraction in the classroom or private study areas used by both teachers and/or students.
- The school does not bear financial responsibility for lost, stolen or damaged mobile devices.
- Lost or stolen devices will be dealt with according to schools’ security procedures.
- The school does not bear any responsibility for any physical damage or data loss, including damage/data loss resulting from connecting mobile devices to the school’s wireless network or power outlets.
- School staff, including Technology staff members will help troubleshoot a students’ mobile device issues when possible.
- School Technology staff can help students connect with a local Apple Authorized Repair center as needed for issues with mobile devices.
- Students should ensure their mobile devices are free of unsuitable material and/or malicious content such as viruses and malware that could compromise the school’s network or other mobile devices.
- For allegations of bullying and/or other malicious activity or misconduct involving technology and/or social media, UISG reserves the right to read, examine, or inspect the contents of any device upon reasonable suspicion that the contents or recent utilization of the device contains evidence of a violation of these or other rules and policies, as well as any local laws. With reasonable suspicion, the suspected device may be confiscated and locked up until it can be claimed by the parent/guardian.
- Videotaping, taking photos of other individuals is only permitted with permission that has been granted by the student or when required the student’s guardian.

- Sharing photos or videos of other students without their consent and/or parental consent is strictly prohibited.

Suspected Misuse of Mobile Devices

Misuse of mobile devices will be handled using the Behavior for Learning procedures in line with the Acceptable Use Guideline (AUP).

In case of misuse of technology in any section mentioned in the Parent Student Handbook, UISG reserves the right to inspect the contents and device history of any device that may have been used by a student to inflict harm on another member of the school community or any device that has been brought onto the campus. Such searches may involve at least one Senior Leadership Team (SLT) Member, a second adult member of staff, and the student or family representative. With reasonable suspicion, the suspected device may be confiscated and locked up until it can be claimed by the parent/guardian.

13.5 Data Protection & Privacy Policy

Introduction

The Data Protection & Privacy Policy describes how Utahloy International School Guangzhou (UISG) collects, uses, and protects personal information. UISG is committed to safeguarding our students' privacy and ensuring their data's confidentiality and security. In addition to the Cybersecurity Law of the People's Republic of China (PRC), enacted on 1 June 2017, Utahloy International School Guangzhou (UISG) has developed its proprietary data protection standards for UISG and its students, families, and employees.

Policy Aims

1. Outline our commitment to data protection
2. Outline the scope of this policy
3. Outline the guiding practices of data protection at UISG
4. Define what constitutes as sensitive personal information
5. Outline rights and responsibilities regarding data protection
6. Outline information security on campus
7. Outline the consequences to data protection breaches

14.0 Artificial Intelligence (AI) at UISG

(See Appendix 5 for Artificial Intelligence Policy)

Appendix 1: Use of Technology

UISG Computer & Mobile Devices Acceptable Use Policy (AUP)

Introduction

UISG insists on students using purposeful technology as an educational tool and has included in the handbook the **BYOD (Bring Your Own Device), Social Media Guidelines, Cyber-Bullying Guidelines, and Acceptable Use Policy (AUP)** for school educational applications and proper use of all mobile devices for the safety of all members of the UISG community and stakeholders. In addition, students must abide by **PRC laws and guidelines** pertaining to mobile phone usage and cyber-bullying.

In case of misuse of technology in any section mentioned in the Parent Student Handbook, **UISG reserves the right to inspect the contents and device history** of any device that may have been used by a student to inflict harm on another member of the school community or any device that has been brought onto the campus. Such searches may involve at least one **Senior Leadership Team (SLT) Member, a second adult member of staff, and the student or family representative**. With reasonable suspicion, the suspected device may be confiscated and locked up until it can be claimed by the parent/guardian.

We understand that due to the constant changes in technology, the school reserves the right to update the handbook. We understand this document is legally binding and have read all the terms and conditions carefully and understand the consequences of the failure to follow the guidelines that UISG has instated for the community/stakeholder's protection.

Scope

The policies, procedures, and information within this document apply to **all computers, laptops, mobile devices, and emerging technologies** (including AI tools) used at UISG, including any other device considered by the **Head of School and UEF ICT Committee** to come under this policy. Teachers may set additional requirements for technology use in their classrooms.

General Terms

Users must:

- Act **responsibly and ethically** on any device or network service at UISG.
- Use technology **only for educational purposes** unless given explicit permission.
- Follow **PRC laws**, school rules, and **digital citizenship principles**.

Prohibited Actions

Users **will NOT**:

- **Use UISG systems for unlawful activities** (per Chinese/provincial laws).
- **Hack, bypass security, or disrupt networks** (including VPNs, proxies, or AI-driven exploits).
- **Share passwords, misuse accounts, or access others' data without permission.**
- **Install unapproved software, including unauthorized AI tools.**
- **Damage equipment, use encryption without approval, or tamper with IT infrastructure.**
- **Access/distribute inappropriate content** (pornography, violence, hate speech, etc.).
- **Engage in cyberbullying, harassment, or deceptive AI use (e.g., deepfakes, plagiarism).**

AI-Specific Rules:

- **Permitted Use:** AI tools (e.g., Magic School, Magic Student, ChatGPT, DeepSeek, etc...) may be used **only with teacher approval** for research, drafting, or learning enhancement.
- **Prohibited Use:** Submitting AI-generated work as original (plagiarism), using AI to impersonate others, or generating harmful content.
- **Academic Integrity:** All AI-assisted work must follow UISG's **Academic Honesty Policy** (proper citation required). Also refer to the [UISG and UISZ AI Handbook](#) for Guidance.

This handbook is also available in the ManageBac UPTA Links sections with other Handbooks.

Internet Use

Internet access is provided **for educational purposes only**.

- Parents acknowledge automatic access unless **opted out in writing**.
- Users must follow "**netiquette**" and report accidental access to inappropriate content.

Prohibited Online Activities:

- Gaming, torrenting, or unauthorized streaming.
- Sharing personal information (addresses, phone numbers).
- Political lobbying, commercial use, or harassment.

Web Publishing

All online content (websites, chats, podcasts) must:

- Comply with **PRC laws** and school approval processes.
- Avoid identifying student details (e.g., home addresses).

Copyright & Plagiarism

- Users must comply with **copyright/trademark laws** and license agreements.
- **Plagiarism** (including uncredited AI-generated content) violates disciplinary procedures.

Consequences

- **Violations** may result in **device confiscation, loss of privileges, or legal action**.
- UISG **monitors activity** and is not liable for data loss or misuse.

This policy remains in effect while enrolled at UISG. Parents/students are responsible for understanding these terms.

Appendix 2: Academic Honesty/Integrity

UISG insists on the highest standards of academic honesty and ethics in the classroom and throughout school life by promoting and modelling ethical behavior and teaching procedures that are transparent, fair and consistent. Academic honesty and ethics are vitally important as access to information through technological innovation increases, and ideas about learning and how knowledge is constructed change. (International Baccalaureate, 2016)

UISG Students are responsible for:

- Meeting deadlines and ensuring that all sources are appropriately referenced
- Asking for guidance if they are unsure whether work is in breach of the academic honesty guidelines or when they need help in properly attributing sources of information
- Developing their understanding of academic honesty and intellectual property rights
- Proving the authenticity of their work if there are questions about the integrity of a piece of work
- Conducting themselves, when participating in both school-based and external assessments, in a principled manner

What is Academic Honesty?

- The protection of all forms of intellectual property, which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.
- Proper conduct in relation to the conduct of examinations.

- The full acknowledgement of the original authorship and ownership of creative material.
- The production of 'authentic' pieces of work.

What is Academic Misconduct?

Academic misconduct is a behavior that results in, or may result in, the student or any other student, gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Academic misconduct includes but is not limited to:

- Plagiarism, or the taking of someone else's ideas and passing them off as one's own
- Collusion, the sharing of work with another when only one person has done the work. It is an act of malpractice for both the student sharing the work and the student copying the work.
- Making up data for an assignment.
- Falsifying a CAS record.
- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate/student.
- Copying the work of another candidate/student.
- Referring to or attempting to refer to, unauthorized material that is related to the examination.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Impersonating another candidate.
- Including offensive material in a script.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Using an unauthorized calculator during an examination.
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations.

Responding to Academic Misconduct?

When a student is suspected of committing an act of academic malpractice, the priority is to open a dialogue with the student to ensure the student knows that their behaviors was inappropriate. It is necessary to find out why the child thought it was acceptable. The guidelines for dealing with cases of academic malpractice are outlined in the school's Academic Integrity Policy, Procedures and Practices.

Appendix 3: Bus Code of Conduct

UISG School Bus Service – Home/School Agreement 2025-2026

UISG offers an official daily school bus service to and from school. The published school bus routes which are reviewed annually are on the school website.

Parents/guardians and students must read, understand, and agree to the following conditions for students to use the service:

Fees and use:

費用和使用:

- The bus fee must be paid before a student can use the school bus service.
- School bus space is reserved for the transportation of UISG students. Parents are not permitted to use the official school bus service.

Bus Routes and times:

- As far as possible, UISG arranges pickup and drop off at or near a student's housing complex. This is not always possible, for example, in areas where there are few students or where an additional pick up/drop off point would greatly increase the journey time. In this case, parents will be informed of the closest pickup point on the established school bus route.
 - a. Published routes are approved by the relevant city and district authorities, school buses must operate according to the routes approved on the licenses, and we cannot make any changes until it is approved by the required authorities.
 - b. If a student moves house, the parents should inform the Bus Office by email on schoolbus@uisgz.org so that the student can transfer to another route.
 - c. To ensure students arrive punctually at school, buses will not wait after the designated time at pick up points in the morning. Students must be on time.

Communication:

- All school buses have Bus Supervisors who are always in mobile phone contact with the Bus Office Manager.
- There is a WeChat group for each school bus. Parents and guardians who collect children need to join their child's WeChat bus group and they will be kept informed the arrival time by bus supervisors. This group must not be used to make bus changes or discuss other unrelated matters.
- For the convenience of management, parents and students can modify their aliases in the school bus WeChat group. For Example:
Parents: homeroom + child's/children's name + indicate the relationship between you and the student + bus stop (e.g. Y8S Mike's mom W hotel).
Students: homeroom +full name + bus stop
- Questions about buses should be emailed to the Bus Office on schoolbus@uisgz.org.

Changing Buses:

- Please use the SchoolsBuddy's system for bus change and should also inform the homeroom teacher that the student is going to be picked up or not on the bus. When you request a bus change to pick up, initially it is pending. Once approved you should get notification. This change should be seen in the SchoolsBuddy register. Please note all changes must be made before 12 O Clock that day.

- Students who take part in after school AOCs, sports and Study Hall can travel home by the 5:15pm late bus. They need to sign up for the late bus. If they didn't sign up but need to take late bus, they should request the bus change on SchoolsBuddy or inform the PE department in advance so that school bus can reserve the seats for them. The AOC bus service offers limited routes and students may need to be picked up by parents or to make their own way home from one of the designated drops off points.

Student Behavior:

- Students are expected to behave appropriately in the bus, to show respect towards the bus driver and supervisor and to follow their instructions.
- Students must remain seated with the seatbelt always fastened until getting off bus.
- Students must not stand up or walk when the bus is moving.
- Students are not allowed to play around on the bus.
- Windows must not be opened.
- Students should respect fellow students by talking quietly.
- Students must look after their personal belongings.
- Bus supervisors report any inappropriate behavior to the School Bus Office. This information is passed on to the appropriate person in Primary or Secondary and can result in disciplinary action. An official bus disciplinary letter may be issued, and a student may not be allowed to use the bus service for two days, one week or in serious cases, permanently.

Food and Drink:

- We prefer students **not** to eat while on the bus in order to keep the bus clean. However, we recognize that some students travel a long distance to their homes, and parents might feel that they need a snack during the journey. In this case, please avoid messy food such as cakes, ice cream, noodles, rice, potato chips, etc. Students must put any rubbish in the bin.
- Only water is allowed in the bus.

By reading and signing the enrollment agreement & re-enrollment agreement in Open Apply, you are fully accepting all the terms, conditions and policies defined here.

Appendix 4: Infectious Disease Guidelines

Disease	Symptoms	Minimum school exclusion time period	Doctor's visit and medical note required
Fever	Temperature above 37.3°C	48 hours after the fever subsides, or a doctor's certificate	Recommended
Diarrhea	Loose stools which are watery, constant need to go to the toilet	After 24 hours of being symptom free	Recommended
Vomiting	'Throwing up' from the mouth or nose	After 24 hours of being symptom free	Recommended

Conjunctivitis	Pink or red color in the white of the eyes. Watery eyes Itchy or scratchy eyes Discharge from eyes Crusting of eyelids or lashes	After 24 hours of antibiotic medicine and no discharge from infected eye/s or medical note.	Recommended
Chicken pox	Macules, papules, herpes, and scabs appear in batches on the skin and mucous membranes, which may be accompanied by systemic symptoms such as fever, headache, or sore throat	Cases should be isolated until the rash is completely crusted and dry. Some patients who have received chickenpox vaccine in the past may not If herpes occurs the patient should be isolated until no new lesions (macular rashes, papules, etc.) appear on the skin and mucous membranes within 24 hours.	Yes
Ear infection	Often middles ear, ear pain, fever, irritability, rubbing or tugging at ear, difficulty sleeping, pus or discharge from ear	After 24 hours of antibiotic medicine with no fever without using fever reducing medicines	Recommended
Hands, Foot and Mouth Disease	Mouth sores (Herpangina), rash on palms of hands and soles of feet, fever.	14 days after onset of symptoms or 1 week after symptoms completely disappear (scabbing)	Yes
Headlice	Lice, nymphs or nits found in the hair or attached to the hair shaft	Free of head lice and eggs	Yes
Impetigo	Red itchy sores that break open and leak a clear fluid or pus. A crusty yellow scab forms over the sore	48 hours after treatment has begun and the sores have healed.	Yes
Influenza	Fever, cough, sore throat, runny stuffy nose, muscle and body aches, headaches, fatigue	Should be quarantined until body temperature returns to normal and other flu-like symptoms disappear for 48 hours, or as recommended by doctor	Recommended
Measles	Tiny white spots (Koplik spots) appear in the mouth, this is followed by the measles rash of flat red spots which	5 days after the first sign of the rash and is complicated by	Yes

	spread and high fever, cough, runny nose and red watery eyes	pulmonary infection, the time may extend to 14 days	
Mumps	Puffy cheeks and swollen jaw, fever headache, muscle tenderness and tiredness	5 days after the first sign of swelling	Yes
Mononucleosis (Epstein-Barr virus)	Extreme fatigue, fever, sore throat, head and body aches, swollen lymph nodes on neck and armpits, swollen liver or spleen, rash	Until recovered	Yes
Norovirus	Nausea, vomiting, abdominal pain, diarrhea, and some patients are accompanied by low-grade fever	Cases should suspend classes. In principle, the isolation period is 72 hours after symptoms completely disappear. They can return to school after evaluation. After a person with latent infection tests positive, they should be quarantined at home for 72 hours and released after no symptoms appear	Yes
Pinworms	Small white roundworms causing itching in the anal area	24 hours after treatment with medication	Recommended
Ringworm	Circular rash usually red and itchy	48 hours after treatment with antifungal medication	Recommended
Respiratory Syncytial virus (RSV)	Respiratory virus causing mild cold symptoms, runny nose, decreased appetite, coughing, sneezing, fever, wheezing	5 days minimum	Yes
Rubella	Low-grade fever, body rash with light red congestive maculopapular rash and swollen lymph nodes behind the ears and occipital area	5 days after the rash first appeared	Yes
Shigella	Diarrhea (sometimes bloody), fever, stomach pain, feel the need to pass stools even when bowels are empty. Severe stomach cramping	5 days minimum until no shigella in stools	Yes
Strep throat	Sore throat, starting quickly, pain when swallowing, fever, red and	48 hours after starting a course of antibiotics, if no fever.	Yes

	swollen tonsils, tiny red spots on top of mouth, swollen gland in the neck		
Whooping cough	Unexplained persistent paroxysmal spasmodic cough, accompanied by an inspiratory roar at the end of the cough, which may be accompanied by symptoms of upper respiratory tract infection such as runny nose, sneezing, tearing, sore throat, etc., usually without fever, or with initial transient fever.	Isolate without antibiotic treatment until 3 weeks after paroxysmal coughing or until coughing has stopped or 5 days after antibiotic administration	Yes
Bacillary dysentery	Acute onset, diarrhea, abdominal pain, tenesmus, may be accompanied by fever, purulent and bloody stools or mucus stools, lower left Abdominal tenderness	Standard treatment for 7 days, or 28 days after onset	Yes
Acute hemorrhagic conjunctivitis	Red eyes, increased tearing, and itchy eyes	7 days after onset and symptoms disappear	Yes
Dengue	Fever, rash, muscle, bone and joint aches, reduced white blood cell count, and thrombocytopenia	Criteria for lifting mosquito-proof quarantine: The disease can be lifted if the illness lasts for more than 5 days and the fever subsides for more than 24 hours	Yes
Herpangina	Fever, sore throat, isthmus herpes, and ulcers	7 days after onset until symptoms completely disappear (body temperature normalizes, herpes disappears) 3 days after withdrawal)	Yes
Scarlet fever	Sudden onset, fever, angina, bayberry tongue and diffuse bright red rash all over the body and post-rash desquamation	Standard treatment for 10 days, or 21 days after onset of illness	Yes

All information for the diseases in the table above is taken from the Centre for Disease Control (CDC). Specific requirements are adjusted according to government or education bureau policy standards

Appendix 5: Artificial Intelligence (AI) Policy

At UISG, we know that AI is a relatively recent innovation, but it is here to stay. We see that AI is impacting every industry and is rapidly evolving. AI is influencing the way we teach our students, the way they interact with education, and the future we are preparing them for.

- **AI Opportunities:**

- Create personalized and adaptive learning pathways for all students
- Foster international mindedness by connecting students with diverse cultures and perspectives through online platforms and tools,
- Enhance creative thinking by providing feedback, guidance, and inspiration for students' projects and inquiries,
- Promote personal excellence by supporting students' self-regulation, efficiency, and reflection skills.

- **AI Risks:**

- AI tools are powerful but can be exploited by outsiders for strategic advantage,
- There are risks around safeguarding students' privacy and security,
- Potential risks to academic integrity if students misuse AI tools.

UEF Schools are committed to educating our students for a world including AI, being ethical and globally responsible leaders in the future.

We have the responsibility to:

- Teach students safe ways to learn and navigate the AI world and how to get the best from it,
- Teach students how to use AI ethically and maintain academic integrity,
- Keep teachers up to date about new developments in AI,
- Educate the community about AI, the risks, and keep them secure,
- Align with IB policy on AI,
- Meet local government regulations and requirements on AI,
- Provide IT provision for students via secure platforms and applications to enhance their learning in a safe environment.

Refer to the UISG_UISZ AI Handbook Policy for guidance on the use of AI for both faculty and students.

[UISG AI POLICY LINK](#)