UIS GUANGZHOU

A Truly International Education

Utahloy International School Guangzhou (UISG)

Parent Student Handbook

2026-2027









Edited by	Checked by	Endorsed by	Next Review
SLT & ALT	*Dan Mullen - HOS*	MDC	SLT & ALT
April/May 2026	July, 2026	July, 2026	April/May 2027

Updated July 25, 2026

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1.0 Introduction and Overview

1.1 Purpose of the Handbook

The Parent Student Handbook provides parents and students with general information about UISG, including rules and policies, student expectations, contact details, school structures and procedures, and parent and student agreements. We ask that families read this document carefully. If you have any questions, please contact the Head of Primary or Head of Secondary.

1.2 The UISG Mission & Values

1.2.1 Mission

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

1.2.2 Values

Unique, **I**nclusive, **S**uccessful, **G**lobally Aware

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' intercultural 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

- Celebrate 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 knows that every learner is different and that learning happens in context. The school believes that high-quality learning is based on inquiry and happens when learners are challenged, inspired, and motivated. A strong partnership between home and school helps students stay engaged and allows teachers and parents to guide them toward becoming independent, lifelong learners.

Intercultural Learning
UISG is a community of over 40 nationalities, with many different cultures and languages. Intercultural learning means building respect for us, and others, and supporting mother-tongue languages. It is encouraged across the curriculum and by celebrating cultural diversity.

Global Citizenship
Global citizenship means taking responsibility for our community and taking part in actions that help the world. It is about what makes us unique, what we share, and caring for our planet.

International Mindedness
International mindedness is an ongoing process of understanding who we are and appreciating how complex our world is, including our cultural identities and the connections between countries.

1.4 Welcome from the Head of School – Dr. Daniel Mullen

Dear Parents and Students,

A very warm welcome to Utahloy International School Guangzhou (UISG), a place we are proud to call a home away from home for families from over 40 countries. Since 1997, we have been part of this vibrant city as Guangzhou's first International Baccalaureate (IB) school. But what truly defines us is not only our history; it is our community. Our students, teachers, and parents come from all over the world, and together, we create a community that is curious, caring, and genuinely connected.

At UISG, we believe that every child is unique, and we see our role as nurturing not just great students, but great human beings. We offer a diverse range of internationally recognized pathways to meet the needs and aspirations of our diverse student body. Through the globally respected International Baccalaureate (IB) programmes, from Nursery right through to Grade 12, we encourage our young people to ask big questions, think deeply, and follow their passions.

For our youngest learners, we embrace the PYP and Montessori approaches, which foster independence, curiosity, and a lifelong love of learning in a carefully prepared environment. And for our secondary students seeking a rigorous local curriculum with global recognition, we are proud to offer the Hong Kong Diploma of Secondary Education (HKDSE) Programme, opening doors to universities around the world. More than that, we strive to know each child personally: their strengths, their dreams, and the ways they learn best.

What matters most to us?
We care about the whole child, including mind, heart, and body. That is why our commitment to excellence goes beyond academics to include:

- **Engagement:** Seeing every student as the individual they are and meeting them where they are.
- **Technology:** Using digital tools thoughtfully, to enhance learning without losing the human touch.

- **International Mindedness:** Helping our students understand and appreciate cultures different from their own, because we know that is how we build a more peaceful world.
- **Artistic and Physical Growth:** Cheering just as loudly for a beautiful painting, a moving performance, or a hard-fought match on the field.
- **Respect for Our Planet:** Teaching our children to care for the environment, because they inherit it.

Our Academic Pathways
We are proud to have been authorized to offer the IB Primary Years Programme (2008), Middle Years Programme (2002), and Diploma Programme (2004).

In 2024, we welcomed the Association Montessori International (AMI) into our family, bringing a child-centered, hands-on approach to our early years' education. Most recently, we have added the Hong Kong Diploma of Secondary Education (HKDSE) to our 2026 portfolio, giving our students an additional rigorous and well-respected qualification that is widely recognized by top universities in Hong Kong, the United Kingdom, Australia, and beyond.

What we are most proud of, however, is how we celebrate language. Our Mother Tongue Program has earned us an international reputation, because we believe that when a child feels proud of their own language and culture, they grow in confidence and self-esteem.

Beyond the Classroom
Learning does not stop when the bell rings. Our extra-curricular activities and sports programs give students the chance to try new things, make friends across grade levels, and discover hidden talents. Whether they are competing with other schools, performing on stage, or simply playing together, we see these moments as essential to building teamwork, resilience, and joy.

Our Campus
Set in a beautiful, green corner of Guangzhou, our campus is designed to inspire. From cozy classrooms and a well-stocked library to our swimming pool, basketball courts, playgrounds, football fields, and multi-function hall, there is a space for every kind of learning and play. 2026 brings an updated facility plan with remodeled spaces across campus including a new ‘Dragon House’ boarding facility and track & field.

How We Are Governed
We are guided by the Utahloy Education Foundation (Hong Kong). The Foundation shares our deep commitment to academic excellence, intercultural understanding, and above all, respect for every person in our community.

What Makes Us Special
If you ask our families what they love most about UISG, they will often say it is the relationships, the genuine warmth between teachers, students, and parents. We work hard to make sure every child feels seen, heard, and supported. Our pastoral care program is there for the tough days, and our community spirit is there to celebrate the good ones. We ask every member of our school family to contribute to this caring environment by respecting one another, lending a hand, and looking after our shared spaces.

A Final Word
Thank you for entrusting us with your child's education and wellbeing. This is going to be a wonderful year, full of discovery, growth, and friendship. I look forward to getting to know you and

your child, and I hope you will always feel welcome to reach out, share your thoughts, or simply say hello.

Wishing you and your family all the absolute best for the year ahead.

Yours in Education,

Dr Daniel Mullen
Head of School
Utahloy International School Guangzhou
headofschool@uisgz.org

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, Advisor
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
DSE	Hong Kong Diploma of Secondary Education (HKDSE)
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

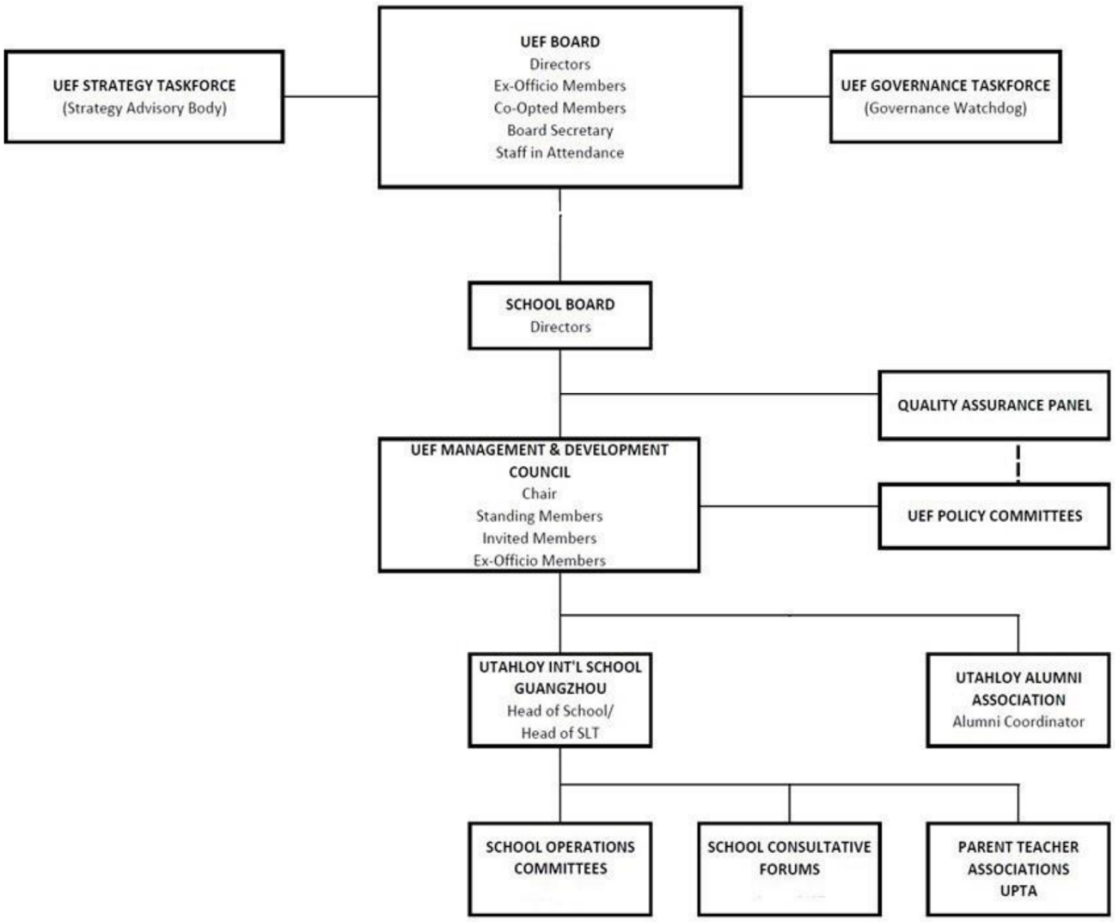
UEF's vision is to offer the best international education in South China and enable students to thrive and create a better tomorrow within a harmonious community.

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 – July 23, 2026

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 Early Years & Primary

3.1.1 Utahloy Nursery Center (UNC) - Academic Leadership Team (ALT) Member

Head of UNC

Ms. Jill Wen: jwen2@uisgz.orgf

3.1.2 Early Years (EY) & Primary (PYP) - Academic Leadership Team (ALT) Members

Head of Primary (HoP)
Mr. Benjamin Hacking: HeadofPrimary@uisgz.org

Early Years (EY) Coordinator
Ms. Jai Roa: eycoordinator@uisgz.org

Primary Years Programme (PYP) Coordinator
Ms. Amy Flanaghan: PYPCoordinator@uisgz.org

Primary School Secretary (PA)
Ms. Abby Zhou primaryschooloffice@uisgz.org

3.1.3 Primary Single Subject Teachers and Other Roles

EAL Teacher	Mr. Andrew Millar	amillar@uisgz.org
EAL Teacher	Ms. Abigaal Zimondi	Azimondi@uisgz.org
PE/EAL Teacher	Ms. Julia Baker	Jbaker@uisgz.org
PE	Mr. Joao Figueiredo	jfigueiredo@uisgz.org
Music G3-G5/EAL/French	Ms. Shannon MacLachlan	smaclachlan@uisgz.org
Music K-G2	Ms. Jessie Chen	jchen@uisgz.org
Visual Arts K-G1	Ms. Tia Smith	tsmith@uisgz.org
Visual Arts G2-G5	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

3.1.3 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
Grade 1R	Ms. Anne Weke	aweke@uisgz.org
Grade 1Y	Ms. Anu Damani	adamani@uisgz.org
Grade 2R	Mr. Tom Munro	Tmunro@uisgz.org
Grade 2Y	Ms. Zeenal Desai	zdesai@uisgz.org
Grade 3R	Ms. Tali Ratzon	tratzon@uisgz.org

Grade 3Y	Mr. Aaron Vardi	avardi@uisgz.org
Grade 4R	Mr. Mike Daly	mdaly@uisgz.org
Grade 4Y	Mr. Jordan Hancock	jhancock@uisgz.org
Grade 5Y	Mr. Paul Chapman	pchapman@uisgz.org

3.2 Secondary Division (IB & DSE)

3.2.1 Secondary Academic Leadership Team (ALT) Members

Head of Secondary School** – IB **(HoSS-IB)
Mr. Matt Groves, headofsecondary@uisgz.org

Head of Secondary School** – DSE **(HoSS-DSE)
Mr. Austin Zhang, headofHKDSE@uisgz.org

Middle Years Programme (MYP) Coordinator
Ms. Xochitl Gonzalez, mypcoordinator@uisgz.org

Diploma Programme (DP) Coordinator
Ms. Alya Fansa, dpcoordinator@uisgz.org

***DSE Coordinator**– DSE*
Mr. Hio Peng, hpeng_dse@uisgz.org

Secondary School IB Secretary (PA)
Ms. Fancy Zou, secondaryoffice@uisgz.org

3.2.2 Secondary Teaching Faculty

English Language and Literature	Mr. Ed Steele	esteele@uisgz.org
English Language and Literature/ Individuals and Societies	Mr. Tyler Lockington	tlockington@uisgz.org
English Language Acquisition	Mr. Ross Carbutt	rcarbutt@uisgz.org
English Language Acquisition	Mr. Bela Toth	btoth@uisgz.org
English Language Acquisition	Ms. Jessica Frizzera	jfrizzera@uisgz.org
English Language Acquisition/ Spanish	Mr. Kevin C. Fitzpatrick	kfitzpatrick@uisgz.org
English Language Acquisition	Mr. Adam Duckworth	aduckworth@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/ Chinese 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
French Language Acquisition	Mr. Sébastien Schlouppe	sschlouppe@uisgz.org

German Language and Literature/ Individuals and Societies/ TOK	Mr. Kalle Buchholz	kbuchholz@uisgz.org
Korean Language and Literature	Mr. Daewoo Lee	dlee@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	Ms. Sole Couto	mfrias@uisgz.org
Individuals and Societies/ Mathematics	Mr. Issah Quarmson	iquarmson@uisgz.org
Individuals and Societies	Mr. Toulouse Roy	troy@uisgz.org
Individuals and Societies	Ms. Alya Fansa	afansa@uisgz.org
Individuals and Societies	Dr. Gladys Mutinda	gmutinda@uisgz.org
Mathematics	Ms. Fei Wang	fwang@uisgz.org
Mathematics	Mr. Erdal Ozkul	eozkul@uisgz.org
Mathematics	Mr. Ahmed Helmy	asoliman@uisgz.org
Mathematics/ Sciences	Mr. Kyle Visser	kvisser@uisgz.org
Mathematics/ Sciences	Ms. Lazzat Alpysbay	lalpysbay@uisgz.org
Sciences	Ms. Laura Figenschou	lfigenschou@uisgz.org
Sciences	Mr. Ilyas Nurakhmetov	inurakhmetov@uisgz.org
Sciences	Mr. Daniel Barth	danieleba@uisgz.org
Music	Ms. Kieran Saunders	ksaunders@uisgz.org
Theatre	Ms. Jennifer Lazareck	jlazareck@uisgz.org
Visual Art/ Design	Mr. Banomali Das	bdas@uisgz.org
Visual art	Ms. Maria Principe	mprincipe@uisgz.org
Design/ Individuals and Societies	Mr. Brian Faiola	bfaiola@uisgz.org
Design	Mr. Afgan Askarli	aaskarli@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

3.2.3 Student Support Team (SST)

Whole School EAL Coordinator	Ms. Suzanne Lambert	slambert@uisgz.org
Whole School LS Coordinator	Mr. Alain Sauvé	asauve@uisgz.org
Primary School Counselor	Ms. Sharon Lun	slun@uisgz.org
Primary Learning Support	Mr. Joe Mock	jmock@uisgz.org
Secondary School Counselor	Ms. Julie Mullen	Jmullen@uisgz.org
College Counselor	Ms. Ye In Oh Ms. Julie Mullen (Oct 2026 –Jan 2027)	yoh@uisgz.org/ Jmullen@uisgz.org

3.2.4 DSE Teaching Faculty

DSE Coordinator	Mr. Hio Peng	hpeng_dse@uisgz.org
Math Teacher	Ms. Siena Xian	sxiao_dse@uisgz.org

English Teacher	Ms. Scarlett Chen	schen_dse@uisgz.org
English Teacher	Ms. Doris Yeung	dyeung_dse@uisgz.org
Chinese Teacher	Mr. John Chen	jchen_dse@uisgz.org
Chinese Teacher	Ms. Rhea Rao	rrao_dse@uisgz.org
Chemistry Teacher	Ms. Cheryl Chen	cchen_dse@uisgz.org
History & Economics Teacher	Mr. Zeric Su	zsu_dse@uisgz.org
CSD & TH Teacher	Ms. Kris Xiao	kxiao_dse@uisgz.org
Homeroom Teacher	Mr. Kevin Zhao	kzhao_dse@uisgz.org
Homeroom Teacher	Ms. Tyche Wen	twen_dse@uisgz.org
Homeroom Teacher	Ms. Yomi Wu	ywu_dse@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 does the IB define 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)

Programmes 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 challenges, 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 Hong Kong Diploma of Secondary Education (HKDSE)

The Hong Kong Diploma of Secondary Education (HKDSE) is the official university entrance examination in Hong Kong, administered by the Hong Kong Examinations and Assessment Authority (HKEAA). It is a highly regarded qualification recognized by leading universities worldwide.

香港中學文憑
HKDSE
HONG KONG DIPLOMA OF SECONDARY EDUCATION

4.2.1 HKDSE Vision and Aims

The Education Bureau (EDB) designs the senior secondary curriculum to foster whole-person development and lifelong learning. It aims to develop independent, self-directed learners who are biliterate and trilingual.

To this end, the curriculum equips students with a broad knowledge base and the ability to understand contemporary issues, preparing them for further studies, career development, and the challenges of a rapidly changing, knowledge-based society.

4.2.2 How does the HKDSE define its guiding principles?

- Striking a balance between breadth and depth to cater to students' varied interests, needs, and abilities.
- Building coherence and articulation between junior secondary, senior secondary, and post-secondary pathways.
- Fostering generic skills (e.g., critical thinking, communication, collaboration) alongside academic knowledge.
- Promoting self-directed learning and experiential learning.
- Providing flexible curriculum frameworks to ensure equal opportunities for all learners.
- Emphasizing quality and responsiveness to societal, economic, and global changes.

(Hong Kong Education Bureau, Senior Secondary Curriculum Guide)

4.2.3 HKDSE Curriculum At-a-Glance

The HKDSE curriculum framework is designed for a three-year senior secondary education (Secondary 4 to 6). It provides a flexible and balanced learning experience through three interconnected components:

Core Subjects

The four mandatory subjects ensure a solid foundation in languages, mathematics, and social awareness: Chinese Language, English Language, Mathematics, and Citizenship and Social Development.

Elective Subjects

Students typically choose two or three electives to cater to their interests and university aspirations. These encompass Category A (traditional academic disciplines), Category B (Applied Learning subjects), and Category C (Other Languages).

Other Learning Experiences (OLE)

A vital component that encourages students to participate in non-academic activities, including moral and civic education, community service, aesthetic development, physical development, and career-related experiences.

4.2.4 The Seven Learning Goals of Secondary Education (DSE)

The EDB has established the "Seven Learning Goals" that encapsulate the attributes valued in HKDSE graduates. These goals focus on nurturing responsible citizens with a strong sense of national identity and a global perspective. They aim to help individuals develop sound knowledge, ethical use

of digital technology, healthy lifestyles, and the generic skills necessary to become lifelong learners who contribute positively to their local and global communities.

4.3 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.

4.3.1 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

4.3.2 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 Whole School EAL Coordinator and divisional 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.

4.3.3 Additional Languages

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

4.4 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). 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.

4.5 Community Engagement (previously Service as Action)

Community Engagement 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 Community Engagement continuum is summarized by the following diagram:

FIGURE 1: NEW AND ENHANCED COMMUNITY ENGAGEMENT



4.5.1 Community Engagement in the MYP

As part of the MYP, each child will complete a Community Engagement component. **Community engagement** is a form of learning in which students engage respectfully and equitably with their communities, utilizing knowledge and skills learned in the classroom. It provides opportunities for learners to engage responsively to opportunities and challenges in and with their communities, and to contribute positively through principled action.

By developing the Community Engagement 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 expanding agency through collaboration, shared decision-making and co-creating solutions with the community. 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 Objectives

There are four learning objectives for Community Engagement. Students will engage in a challenging Community Engagement program that meets at least the minimum requirements for each Grade level. With appropriate guidance and support, MYP students should:

- Explore systems and develop awareness of their roles within these,
- Foster dialogue and build relationships with others,
- Engage in reflective and reflexive practices,
- Develop and/or conduct principled action.

Irrespective of their academic performance, failure to complete the Community Engagement 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 Community Engagement requirements for the year.

4.5.2 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.

4.6 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

- Generate 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.

4.7 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 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,
- Grade 10 to grade 11 transition weeks.

4.8 Graduation & Awards Ceremonies

4.8.1 Early Years Completion Ceremony

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

4.8.2 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.

4.8.3 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.

4.8.4 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.

4.9 Graduating from UISG

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

- Minimum 85% attendance 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 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 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

4.10 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
Homeroom	08:15	08:35	20 minutes
1	08:40	09:25	45 minutes
2	09:30	10:15	45 minutes
Snack (in homerooms)	10:15	10:20	5 minutes
Recess	10:20	10:38	18 minutes
3	10:40	11:25	45 minutes
4	11:30	12:15	45 minutes
Lunch & Recess	12:15	13:10	55 minutes
Homeroom	13:10	13:40	30 minutes
5	13:45	14:30	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 the 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 analyze the quality and accuracy of the information produced and consider how improvements 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 students' portfolios and 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 IB 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.

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 children's teachers. Conferences are pre-booked on SchoolsBuddy.

6.5 Homeroom

All secondary students are assigned to homerooms, which meet daily for attendance and a check-in to support social-emotional well-being. Each homeroom has a designated teacher (or teachers) who remains with the same group throughout the academic year. For students in Grades 6–12, every two-week cycle includes an extended session known as IB Hour. Homeroom provides valuable time for teachers and students to connect outside of formal academic subjects, allowing teachers to act as mentors and build meaningful relationships. In addition to serving as a link between the school and families, homeroom teachers also use this time to verify attendance and ensure students are using their planners properly.

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
Registration	8:15 – 8:20
Period 1	8:25 – 9:15
Period 2	9:20 – 10:10
Period 3	10:15 – 11:05
Break	11:05 – 11:25
Period 4	11:25– 12:15
Period 5	12:20 – 1:10
Lunch	1:10 – 2:00
Advisory	2:00 – 2:25
Period 6	2:30 – 3:20

7.0 Secondary DSE Specific Information

7.1 DSE Assessment

The HKDSE framework is typically comprised of public written examinations and a School-based Assessment (SBA) component. However, our students register for the HKDSE as private candidates. As private candidates, our students are exempt from participating in the SBA. To determine their final official grades, the HKEAA scales their public examination marks to represent 100% of their final subject assessment.

7.2 School Based Examinations

7.2.1 Junior Grades

To consistently monitor academic progress, students in the lower grades complete formal examinations at the end of each semester. In addition to these major assessments, subject teachers regularly administer graded quizzes and formative tasks during class time.

7.2.2 Senior Grades (Grade 11 & Grade 12)

To provide rigorous preparation for the official HKDSE public examinations, Grade 12 students will complete three comprehensive mock examination sessions throughout their final academic year. Grade 11 students will join one of these mock examination sessions to serve as a benchmark test, allowing teachers and students to accurately assess their current academic level and adjust learning strategies accordingly.

Students in junior grades are required to take at least two elective courses, while those in senior grades must maintain enrollment in at least one elective course.

7.3 Reporting in DSE

7.3.1 Written Reports

Official academic reports are published at the end of each semester. Families can securely view and download these reports using the school's ManageBac platform. These documents are intended to provide a clear and holistic snapshot of a student's academic standing and personal growth throughout the term.

In addition to academic grades, all DSE reports show teacher judgments against three core learning behaviors:

- **Engagement and Participation:** Evaluates how actively the student collaborates with others, engages in independent inquiry, and contributes to a positive classroom atmosphere.
- **Coursework Management:** Assesses the student's ability to submit high-quality assignments on time and their diligence in completing necessary corrections.
- **Demonstrating Commitment:** Reflects the student's perseverance in the face of academic challenges and their intrinsic motivation to pursue excellence.

7.3.2 Conferences

Parent-Student-Teacher Conferences are held twice a year. These conferences provide a valuable opportunity to meet with all your children's teachers. Conferences are pre-booked on SchoolsBuddy and aligned with the approved Academic Calendar dates.

7.4 Homeroom and Advisory

Similar to the wider Secondary School, DSE students participate in standard daily homeroom and advisory sessions. These periods are dedicated to monitoring attendance, ensuring students are organized, and supporting their social-emotional well-being. Furthermore, the DSE program integrates targeted university guidance and career planning classes to help students navigate their unique higher education pathways and university entrance requirements.

7.5 Textbooks, Reference Books, and Resources

The school ensures that every student is provided with an individual set of essential textbooks and materials required for their enrolled subjects. To further support independent study, the school maintains a dedicated resource library and study room. Students are encouraged to use this space to borrow supplementary workbooks, reference guides, and past examination papers to extend their learning beyond standard classroom instruction.

7.6 Daily Lesson Schedule

The Secondary DSE program operates on a standard weekly schedule, meaning the student timetable remains consistent from week to week. 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 adequate time to travel between classes.

Block	Times

Registration	8:15 – 8:20
Period 1	8:25 – 9:15
Period 2	9:20 – 10:10
Period 3	10:15 – 11:05
Break	11:05 – 11:25
Period 4	11:25– 12:15
Period 5	12:20 – 1:10
Lunch	1:10 – 2:00
Advisory	2:00 – 2:25
Period 6	2:30 – 3:20

8.0 Student Conduct

8.1 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.

8.2 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.

8.2.1 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.

8.2.2 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 multicultural school.

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Level Zero

- 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 (noneducational use during classroom time) as outlined in the AUP

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Level One

- Graffiti
- Intentional minor damage to school property or equipment
- Inappropriate body contact
- Offensive use of language
- Minor AUP Breach (Accessing restricted content without intent to harm; sharing login credentials)

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Level Two

- Intentional damage to school property or equipment
- Forgery of parent signature
- Use or possession of pornographic material
- Skipping lessons
- Bypassing network filters or deliberate AUP circumvention (Using VPNs, proxies, Quark browser, or mobile hotspot tethering to bypass school filtering)

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Level Three

- 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
- Repeated or serious circumvention (Repeated VPN/proxy use after warning)

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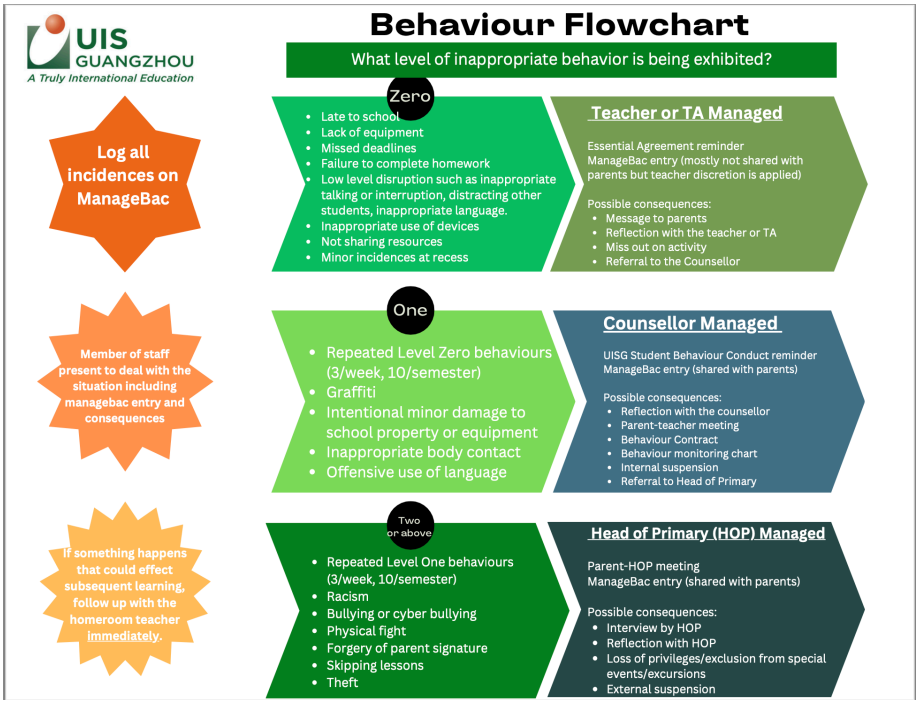
Level Four

- 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
- Accessing, distributing, or creating illegal content; serious cyber offences (Pornographic content; content illegal under PRC law; activities reportable to authorities)

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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:



8.2.3 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,

For technology-related violations, additional consequences that may apply include:

- Temporary or permanent restriction or suspension of access to school network or technology resources.
- Removal of BYOD privileges (personal device may no longer be used on campus).
- Requirement to complete a digital citizenship remediation program before privileges are restored.
- Referral to relevant PRC authorities where the violation constitutes or may constitute a criminal offence under Chinese law (including the Cybersecurity Law, Personal Information Protection Law, or Criminal Law).

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.

8.2.4 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.

8.2.5 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.

8.5 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.

8.5.1 Uniform

8.5.1.1 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.

8.5.2.2 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.

8.5.2.3 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 shirt with the official school logo to wear on formal occasions or when requested by the school, with a tie.
- Students should not wear a 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.
- Shoes: All students should wear closed toe shoes for PE – no slippers, crocs, or slides.

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.
- Shoes: All students should wear closed toe shoes for PE – no slippers, crocs, or slides.

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.

8.5.2 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.

8.6 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.

9.0 Student Life

*For students residing on campus, additional policies and daily routines are outlined in the **2026-2027 UISG Boarding Handbook** found on Managebac, or in the Head of Boarding Office.*

9.1 School Canteen

9.1.1 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.

9.1.2 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.

9.1.3 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.

9.1.3.1 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.

9.2 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.

9.3 Student Recognition

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

9.3.1 Community Events

Students at UISG regularly come together to celebrate and share student leaning 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.

9.3.2 Grade 12 Scholarships

In recognition of the achievements of our graduating students, UISG presents the following awards. Each honor celebrates a distinct aspect of student excellence; academic, athletic, artistic, and civic and reflects the core values of our school community.

- UISG Global Citizenship Award RMB 10,000
  Recognises a student who embodies social responsibility, global civic action, and stewardship of the planet.
- Valedictorian RMB 10,000
  Presented to the Grade 12 student with the highest predicted IB score (full DP at UISG). Grade 9 and 10 results may be considered as a tie-breaker if scores are closely matched.
- UEF Special Recognition Award RMB 10,000 each
  Presented to two students who exemplify the UEF mission through creativity, innovation, compassion, environmental responsibility, and a blend of Eastern and Western values. Recipients are determined, critical thinkers, and role models within the community.
- Wolves Athletics Legacy Award RMB 10,000

Recognises one graduate for remarkable athletic achievement and contribution. Recipients have actively participated in multiple sports with unwavering dedication. Candidates must have a minimum of 2 years at UISG, with preference given to 4 or more years.

- Dr John Clark Art Institute of the Orient Award RMB 10,000
  Funded by a generous donation from Dr John Clark. Recognises one graduate for remarkable development, perseverance, and commitment to the Arts. Recipients have actively pursued creative opportunities with unwavering dedication. Candidates must have a minimum of 2 years at UISG, with preference given to 4 or more years.

9.4 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.

9.4.1 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.

9.4.1.1 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.

9.4.2 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 needs to be completed on 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 from G10 to G12 may have homework expectations over holiday breaks.

9.5 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.

9.6 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.

9.7 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.

9.8 Gum

Gum should not be chewed on the school campus or on official school business. This applies to students and staff.

9.9 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.

9.10 Houses

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

Members of the same family are generally 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.

9.11 Student Leadership

UISG encourages all students to take an active role in both the school community and their own learning. The school provides opportunities for student involvement in decision-making, community building, self-esteem development, effective communication, and leadership growth.

In both Primary and Secondary, students can develop leadership skills through sports, the House Program, Boarding, and Service initiatives. As leadership is an integral component of service learning in an IB school, students are consistently encouraged to take on increasing levels of responsibility.

*For students residing on campus, additional leadership opportunities are outlined in the **2026-2027 UISG Boarding Handbook** found on Managebac, or in the Head of Boarding Office.*

9.11.1 Student Council

At UISG, we are proud to have student representatives who participate in the Student Council—a platform that gives students a voice and enables them to take responsibility for themselves and their learning community. It encourages students to make a positive contribution to their school by inquiring, acting, and reflecting. The Council serves as a forum for student expression and involvement in school affairs, providing leadership opportunities while fostering positive relations among students, faculty, and the wider community.

Members are guided by a staff advisor and regularly liaise with the UISG Leadership Team and Senior Leadership Team. The Student Council operates as an ECA and includes representatives from both Primary and Secondary.

9.11.2 House Captains
Students are elected to represent each House and organize House events in both Primary and Secondary. The House Captains are led by House Teacher/Advisors Leaders, with a teacher representative from each house.

9.11.3 Boarding Captains
Students are elected to represent the Dragon House in conjunction with the House system. For more information, consult the UISG Boarding Handbook found in ManageBac.

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

- Social Emotional counseling handles social, mental health and crisis intervention issues
- Learning support (LS) 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.
- College and Career Counseling (CCC) support students in preparing for life after graduation, university admissions guidance, and preparation for post-secondary education opportunities.

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.

10.1 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.

10.1.1 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 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.

10.2 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.

10.2.1 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.

10.2.2 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.

10.2.3 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), in March (PG3), and in April (Final PG).

10.2.4 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.

10.2.5 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.

10.3 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 the Whole School Learning Support Coordinator, Alain Paul Murray Sauve asauve@uisgz.org.

10.4 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

10.4.1 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.

10.4.2 Librarian

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

10.4.3 Reference Books

If needed for long term usage, items may be checked out from the library for extended periods. At the end of each academic year, all books should be returned. 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.

10.4.4 Lost or Damaged Books

Students must pay for their lost textbooks or library books in the library. If a student finds the missing book later, 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.

11.0 Extra-Curricular Activities and Trips

11.1 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.

11.1.1 ECA Registration **— Parent Confirmation Required**

All ECA registrations must be confirmed by a parent or guardian through SchoolsBuddy before a student's enrolment becomes active. Students may browse available activities and express interest,

but no registration is confirmed until a parent or guardian has logged in to their SchoolsBuddy parent account and submitted confirmation.

The SchoolsBuddy 'Responsibility for Confirmation' setting for all UISG ECA containers is set to Parents Only. Confirmation notifications will be automatically sent to the parent or guardian on record. Enrolment confirmation must be renewed at the start of each new ECA session — a previous session's confirmation does not carry forward.

For ECA activities delivered by external providers, parental confirmation also constitutes acknowledgement of any associated fees as described in the SchoolsBuddy activity listing.

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.

11.2 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.

11.2.1 Parental Consent — Mandatory

No student may participate in any field trip without prior, explicit parental consent recorded in SchoolsBuddy. Consent is not implied by school enrolment or by any previous consent given for another activity. The following requirements apply to every field trip:

- A consent request will be issued to parents through SchoolsBuddy for each field trip. Parents must log in using a parent or guardian account and submit their response before the deadline stated in the trip listing.
- Each consent request will include a trip-specific form capturing emergency contact details, any medical conditions or allergies relevant to the activity, dietary requirements, and acknowledgement of the trip's inherent risks.
- Students whose parents have not responded by the consent deadline will not be confirmed as participants. Their place may be offered to another student.
- The SchoolsBuddy container settings for all field trip registrations will be set to Responsibility for Confirmation: Parents Only.

11.2.2 Accountability & Supervision

The supervising teacher or trip leader will maintain an accurate participant list — cross-referenced against SchoolsBuddy consent records — throughout the trip. A register will be taken at departure from school, on arrival at each destination, at each transition point, and on return to campus. Medical and emergency contact information provided in the consent form will be carried by the lead staff member at all times.

11.2.3 Wrap-Around Care

Before departure, parents will receive a participation confirmation notification via SchoolsBuddy once their child's place has been confirmed. Where school transport is used, parents can track the bus in real time through SchoolsBuddy (powered by Vectare starting Dec 2026). Any changes to the itinerary or return time will be communicated promptly. Upon return, students will only be released from supervision on confirmed safe return to campus or to a parent or authorized guardian. As noted in §12.6, UISG does not provide personal medical insurance; parents must ensure their child has appropriate coverage before consenting to field trip participation.

11.3 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.

11.3.1 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. All international trips require explicit parental consent submitted through SchoolsBuddy before the consent deadline. A dedicated consent form will be issued for each trip, covering full itinerary, accommodation details, travel arrangements, cost breakdown, emergency contacts, and any medical or dietary information required. No student will be confirmed as a participant until this consent is on record. A Camp Information Pack will be distributed to confirmed participants at least two weeks before departure.

11.4 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.

11.4.1 Athletics Registration

Parent Confirmation Required All Athletics team registrations and tryout sign-ups must be confirmed by a parent or guardian through SchoolsBuddy before a student's registration is active. The 'Responsibility for Confirmation' setting for all Athletics containers is set to Parents Only. Confirmation must be renewed each season — a previous season's confirmation does not carry forward to the next.

11.4.2 Per-Event & Travel Consent

Athletics team enrolment confirmation does not constitute consent for specific fixtures or travel. The following additional consent requirements apply:

- Local/home fixtures: covered by seasonal enrolment confirmation, provided a parent confirmation is on record in SchoolsBuddy.
- Away fixtures within Guangdong (PRC/GISSA): a separate SchoolsBuddy consent request will be issued for each away fixture. Parental consent must be received before the stated deadline.
- SDRC, ACAMIS, and international tournaments: a dedicated consent form will be issued through SchoolsBuddy's Sports Portal consent workflow for every multi-day or overnight tournament. This form will cover itinerary, accommodation, travel arrangements, cost breakdown, emergency contacts, and medical/dietary information. No student will be confirmed on a travelling squad until this consent is on record.
- Students whose parents have not submitted event-specific consent by the deadline will not be confirmed as participants and their place may be reallocated.

11.4.3 Minor Status & Duty of Care

For the purposes of school liability, duty of care, and parental consent, all enrolled students at UISG — including those in Years 11 and 12 — are treated as minors from the first day of enrolment until the date of graduation and physical departure from the school's care. Parental consent requirements therefore apply to all students across all year groups without exception.

11.4.4 Accountability & Wrap-Around Care

A confirmed participant list — drawn from SchoolsBuddy consent records — will be held by the supervising coach or chaperone before each event. Registers will be taken at departure, arrival at the venue, end of activity, and return to campus. Where school transport is used, bus attendance is recorded digitally through SchoolsBuddy (powered by Vectare starting Dec 2026) and parents can track transport in real time through SchoolsBuddy. For overnight events, an additional check-in will be conducted at curfew each evening. Parents will receive an estimated return time in advance; students will not be released until confirmed safe return to campus or collection by a parent or authorised guardian. Any welfare, medical, or

safeguarding incident will be communicated to relevant families by the Athletics Director within 24 hours of the team's return.

11.4.5 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.

11.4.6 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.

11.4.7 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.

11.4.8 In School Subject Competitions

In-school subject competitions offer students an exciting opportunity to take the lead in designing and running academic events, with supportive teacher mentors guiding the process to ensure quality and curriculum connection. These competitions are designed to help all participants grow, featuring structured practice sessions and fair judging that recognizes genuine effort and skill development, so every student can learn and be celebrated for their achievements.

11.5 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 (ratified December, 2025).

12 Home and School Communication

12.1 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.

12.1.1 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.

12.1.3 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.

12.2 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 late November / early 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

12.3 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.

12.4 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.

13.0 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.

13.1 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.

13.1.1 School Nurses

Secondary Building
Telephone 020 8720 2019 / 020 8704 4675

Early Years Building
Telephone 020 8720 2019

13.2 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.

13.3 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^{o}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.

13.4 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.

13.5 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.

13.6 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.

13.7 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.

13.7.1 Medical Treatment Permission **— OpenApply (Admissions)**

The medical treatment permission referenced above — authorizing school staff to administer minor first aid and emergency medical assistance — must be submitted and on file through OpenApply as part of the student's admissions or annual re-enrolment process. This permission must be in place before a student begins attendance at UISG and must be kept current. Parents are responsible for updating their child's medical information in OpenApply whenever circumstances change, including changes to medication, known allergies, or medical conditions.

Medical records and treatment permissions held in OpenApply are accessible to the school nurse, section offices, and relevant staff for the purposes of student welfare and emergency response. These records are retained in accordance with the school's data retention policy.

13.7.2 Activity & Trip Consent **— SchoolsBuddy**

Separate from the medical treatment permission held in OpenApply, explicit parental consent is required before any student participates in field trips, school camps, athletics fixtures, ECA events, or any activity that takes place off campus or involves an element of physical risk. This consent is collected and recorded through SchoolsBuddy, which serves as the official consent management system for all school activities and events.

1. Consent must be submitted by a parent or legal guardian using a verified parent account in SchoolsBuddy. Students may not submit activity consent on their own behalf.
2. A new, event-specific consent must be submitted for each field trip, camp, or travel event. Seasonal enrolment confirmation in SchoolsBuddy does not substitute for event-specific consent.
3. Each consent form will specify the activity, dates, location, supervision arrangements, emergency contacts required, and any medical or logistical information needed to ensure the student's safety and well-being.
4. All activity consent records are stored within SchoolsBuddy and are accessible to the supervising teacher, Activities Director, and school administration. Records are retained for the duration of the student's enrolment and for a minimum of three years after graduation.
5. A student whose parent has not submitted the required consent by the stated deadline will not participate in the activity. The school will not accept verbal or informal consent as a substitute for the SchoolsBuddy submission.

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

13.8 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.

13.9 Air Quality

Indoors Day Policy (AQI ≥ 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.

13.10 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

13.11 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:

Typhoon:	**Rainstorm:**
Yellow Orange Red	Red

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.

13.12 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(s) (CPOs) are:

- Lars Jirmann, ljirmann@uisgz.org

- Jordan Hancock, jhancock@uisgz.org
- As part of the guidelines, the CPOs may allocate temporary CPOs to assist in situations that require input or avoid conflict of interest.

13.12.1 Technology and Online Safeguarding

UISG recognizes that technology use creates specific safeguarding risks. The school has the following obligations under both its Child Protection & Safeguarding Handbook and PRC law regarding students' online activities:

- The school network is monitored and filtered in compliance with PRC law to protect students from harmful content.
- Discovery of a student accessing, creating, or distributing child sexual abuse material (CSAM) or other illegal content is treated as a Level 4 (critical) safeguarding incident and triggers mandatory reporting to PRC authorities.
- Where a student's online behavior suggests risk of self-harm, abuse, exploitation, or illegal activity, the Child Protection & Safeguarding Handbook procedures must be followed immediately.
- Device inspections undertaken for safeguarding reasons will involve the Child Protection Officer (CPO) alongside SLT.

For detailed child protection procedures relating to technology concerns, staff should refer to the Child Protection & Safeguarding Handbook. Students and parents may raise concerns with the school's designated Child Protection Officers.

13.13 UISG Security Regulations

13.13.1 For Parents – Entry & Campus Conduct Policy

Entry Credentials

Every parent must have a **Parent Card**, which serves as your permanent entry badge.

- To apply, email **reception@uisgz.org**.
- If you forget your Parent Card, you must show another official ID at the security gate to enter and then apply for a temporary visitor pass.

When to Sign-In and Out

You only need to sign in and out **once** per visit, at the **security gate**—this applies to all visits, including special events and meetings. *(For midday appointments, you will report to reception after signing in, but you do not need to sign a second time.)*

Morning Drop-off (8:00 AM – 8:30 AM)

- The sign-in system is open from **8:00 AM to 8:30 AM**.
- Registration closes at **8:20 AM**. If your child arrives after 8:20 AM, please walk them to the security gate to sign them in as late.
- The system **closes sharply at 8:30 AM**. If you arrive after this time for any reason (e.g., to drop off a forgotten item), please go directly to **reception** for assistance—do not use the security gate system.

Afternoon Pick-up (3:00 PM – 3:30 PM)

- The sign-out system is open from **3:00 PM to 3:30 PM**.
- **All children must be collected by 3:30 PM** and must leave campus by 4:00 PM, unless they are staying for a supervised after-school activity.
- **If you arrive after 3:30 PM:** Please do not use the security gate system. Instead, go directly to **reception** to sign-out and collect your child.

Midday Visits (8:30 AM – 3:00 PM)

- All visits during these hours require a **prior appointment** with a staff member.
- Upon arrival, sign in at the **security gate**, then proceed to **reception** to announce your arrival.
- When leaving, sign-out at the **security gate**. (You do not need to sign-out again at reception.)

Campus Conduct Rules – All Parents and Visitors Must Follow

To keep our children safe, these rules apply at all times while on campus. Your Parent Card or visitor badge must always be worn visibly.

Rule	What This Means
1. No photo taking or video recording	Do not use your phone or camera to take pictures or videos of students, staff, or campus facilities.
2. No smoking	Smoking is prohibited anywhere on school grounds, including outdoor areas and car parks.
3. No inappropriate touching of children	Physical contact should be limited to your own child. Please do not hug, pick up, or touch other children. A brief high-five with your own child is fine but avoid physical contact with others.
4. No inappropriate talking to children	Do not ask children for personal information (e.g., contact details, address) or make private one-on-one conversation. Keep all interactions with students brief, visible, and in open areas.
5. Use restrooms according to gender and age	Adults must use 'adult' restrooms. Students must only use 'student' restrooms. Parents cannot accompany their child(ren) in bathrooms allocated for 'students'.
6. Wear your badge visibly at all times	Your Parent ID Card or visitor badge must be clipped to your shirt or jacket where staff can clearly see it. Lanyards must be worn around the neck.
7. Follow instructions from UISG staff	Staff are here for safety reasons. If asked to stop, wait, or take a different route, please comply immediately.
8. Return your badge when leaving	If you are issued a temporary visitor badge (not your permanent Parent Card), please return it to the security gate or reception as you exit.

Summary – Quick Reference

Scenario	What to Do

Morning drop-off (before 8:30 AM)	Sign in/out at security gate.
Morning drop-off (after 8:30 AM)	Go directly to reception.
Afternoon pick-up (before 3:30 PM)	Sign in/out at the security gate.
Afternoon pick-up (after 3:30 PM)	Go directly to reception (late fee may apply).
Midday visit (8:30 AM – 3:00 PM)	Sign in at the security gate, report to reception, sign out at security gate.
Special event / meeting	Same as above—sign in/out at security gate only.

13.13.2 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 Golden Lake, or a neighboring community 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.

13.13.3 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.

13.13.4 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.

13.14 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.

13.15 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.

13.16 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.

13.16.1 SchoolsBuddy Transport **— Powered by Vectare**

UISG manages all school transport through SchoolsBuddy, which integrates Vectare (starting December 2026) as its dedicated transport management platform. Vectare is owned by Faria — the same organization that operates SchoolsBuddy — and is fully embedded within the SchoolsBuddy interface. Parents, students, and staff continue to use SchoolsBuddy as a single platform for consent of participation in ECA's, Athletics and FieldTrips; Vectare powers the transport functionality within it.

The SchoolsBuddy/Vectare integration provides:

- Real-time GPS tracking of school buses, accessible to parents via events scheduled through SchoolsBuddy.
- Digital bus attendance, recorded by bus supervisors to and from school and all school events, linked directly from the ManageBac and SchoolsBuddy student roster.
- Seat booking and route management for regular, late, and event transport — all managed within Vectare (starting December 2026)
- Automated parent notifications for bus arrivals, delays, and changes.

For all bus changes and late bus bookings, parents and students continue to use SchoolsBuddy until December 2026 which then all transportation will move to Vectare. The procedures described in §12.16.1 and §12.16.2 below remain unchanged until December 2026. References to 'the SchoolsBuddy transport system' throughout this Handbook refer to the SchoolsBuddy/Vectare integrated platform.

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.

13.16.1 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.

Current Process — SchoolsBuddy (Until December 2026)
The bus change and late bus booking procedures described in §12.16.1 above remain in place for the 2026–27 school year through to December 2026. All requests for bus changes — including regular route changes, one-off late bus bookings, and event transport — must continue to be submitted through SchoolsBuddy. The following rules apply during this period:

- Early Years and Primary students: all bus change requests must be submitted by a parent or guardian only. Students may not submit their own bus change requests.
- Secondary students: requests may be submitted by either the student or a parent or guardian through SchoolsBuddy.
- All requests must be received before 12:00 pm on the day of travel. Requests submitted after this time cannot be guaranteed. Changes are subject to seat availability on the requested route.
- For emergency changes after 12:00 pm, please contact the school office by phone directly. The school cannot guarantee accommodation of late requests.

From December 2026 — Vectare Platform
From December 2026, Vectare becomes the dedicated platform for all bus change requests and transport management. As Vectare is fully integrated within SchoolsBuddy (both are operated by Faria), families will access transport management through the Vectare interface. From this point, parents will be able to submit bus change requests directly through the Vectare system, which provides real-time seat availability, digital attendance recording, and automated notifications.
The same rules continue to apply on the Vectare platform:

- Early Years and Primary students: bus changes must be submitted by a parent or guardian only — students may not make their own requests.
- Secondary students: bus changes must be submitted by a parent or guardian only — students may not make their own requests.
- All requests must be submitted before 12:00 pm on the day of travel, subject to seat availability.
- Emergency changes after 12:00 pm: contact the school office directly by phone.

Families will receive detailed guidance and instructions before the transition to Vectare takes place in December 2026. Further information will be communicated through SchoolsBuddy and UPTA ManageBac Parent Group.

13.16.2 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.

14.0 Technology

(See Appendix 1 for Acceptable Usage Policy)

14.1 BYOD (Bring Your Own Device)

UISG values the meaningful integration of technology in teaching and learning. The school provides students, staff, and families with access to technology resources to support the curriculum and school operations. This section provides an overview of key technology expectations. The full Acceptable Use Policy (AUP) – which governs all use of school technology resources and the school network – is available on the school portal and is provided to all students and parents at the start of each academic year.

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.

14.1.1 Hardware and Software Requirements for Classes

2026-2027 Student/Family-owned Devices (BYOD)

Grade 3–4 Students

Requirement: Tablet (iPad recommended).

Note for Grade 4 Students enrolling midway through the year have the option to purchase a laptop to prepare for the Grade 5 PYPx, helping families avoid purchasing two devices within a short period.

Device Recommendation	Details
iPad	• Compatible with iOS 26 (released Sept 2025) or later (e.g., 10.2" iPad, 10th generation) • Built-in apps align with the curriculum. • Learn more about iPadOS] (https://www.apple.com/ipados)

Alternative Devices	Details & Responsibilities
Android Tablet	• Running Android 16 (released 2025) or later. • Anti-Virus | Must install an anti-virus app and apply latest security fixes. • Students must bring their tablet to the IT Department for a compliance check.

	• If no anti-virus is found, IT will install a free version, but responsibility remains with parents/students. • Compatible Apps | Must install equivalent apps compatible with the curriculum. • Current class materials use the Apple suite (Pages, Numbers, Keynote, iMovie, GarageBand, etc. • Costs & Support | Parents/students are responsible for purchasing apps, anti-virus software, OS updates, and teaching students how to use alternative apps. • IT support and troubleshooting for Android devices will NOT be provided.

Grade 5–12 Students

Requirement: Laptop (Mac recommended).

Device Recommendation	Details
Grades 5–8	MacBook Air, MacBook Neo
Grades 9–12	MacBook Air, MacBook Pro 13", MacBook Neo
	• Operating System Tahoe released 2026 or later • Learn more about macOS compatibility (https://support.apple.com/enhk/HT201475)

Alternative Laptop Options (Grades 5–12)

For students not using a Mac, the following requirements and responsibilities apply:

Alternative Devices	Details & Responsibilities
Windows / Other	• Windows laptop running Windows 11 or later, or any other platform running the latest OS. • Anti-Virus | Must install an anti-virus app and apply latest security fixes. • Students must bring their laptop to the IT Department for a compliance check. • If no anti-virus is found, IT will install a free version, but responsibility remains with parents/students. • Compatible Software | Must install equivalent software compatible with the curriculum. • Costs & Support | Parents/students are responsible for purchasing software, anti-virus programs, OS updates, and teaching students how to use alternative applications. • IT support and troubleshooting for Windows/other devices will NOT be provided.

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.

14.2 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.

14.2.1 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.

14.2.2 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.

14.3 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.

14.4 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.

14.5 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

15.0 Artificial Intelligence (AI) at UISG

(See Appendix 5 for Artificial Intelligence Policy)

Appendix 1: Use of Technology

Appendix 1: Acceptable Use of Technology – Summary & Key Principles

The full Acceptable Use Policy (AUP) is a standalone document endorsed by the MDC. All students, parents, and staff must read and sign the full AUP annually.

Key Principles

- School technology and network resources are provided for educational and professional purposes.
- The school network is monitored in compliance with PRC law (CSL and PIPL). Users have no expectation of privacy regarding activity on the school network.
- Users may not use tools designed to bypass school content filtering (including VPNs, proxy services, or bypass-capable browsers).
- Personal (BYOD) devices connected to the school network are subject to the AUP.
- Technology-related disciplinary matters are governed by Section 7 of this handbook.
- Technology activities that raise safeguarding concerns are governed by the Child Protection & Safeguarding Handbook.

Related Documents

Document	Scope	Where to Find It
Acceptable Use Policy (AUP)	Full technology use obligations, BYOD requirements, prohibited activities, PRC compliance	School ManageBac portal / IT Department
Parent & Student Handbook – Section 7	Behavior levels, consequences, Disciplinary Committee	This document
Parent & Student Handbook – Section 12.12.1	Online safeguarding and child protection in technology contexts	This document
Child Protection & Safeguarding Handbook	Reporting procedures for technology-related safeguarding concerns	School ManageBac portal / CPO
Health & Safety Handbook	Cyber-safety as part of overall student wellbeing	School ManageBac portal / H&S Officer

Due Process for Disciplinary Actions

Disciplinary actions against students shall follow due process:

- Before making a disciplinary decision, students shall be informed of the facts, reasons, and basis for the proposed sanction.
- Students have the right to state and defend themselves; the school shall hear students' statements and defenses.
- Disciplinary decisions shall be made in writing, stating the facts, reasons, basis, and channels for remedy.
- Students and their guardians who disagree with the disciplinary decision may appeal to the school or education administrative department in accordance with prescribed procedures.

Parental Responsibilities

- Parents shall perform guardianship duties and strengthen education and supervision of their children's internet use.
- Parents shall cooperate with the school in carrying out cybersecurity education and management.
- Parents who discover inappropriate online behavior of their children shall promptly educate and stop such behavior.

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 Transportation Agreement 26/27

READ CAREFULLY BEFORE SIGNING

Complete one agreement per family and include all students who will be using the school bus.
All the school bus routes will be reviewed annually to ensure they are sustainable.

Student Surname	Student First Name	Grade Level	Service to Commence
Parent/Guardian Surname	**Parent/Guardian First Name**	**Mother's Mobile**	**Father's Mobile**
Address： **Emergency Contact Information （Name, relationship to student and phone number）：**			

School Bus Service Terms & Conditions

Payment & Withdrawal

The costs per year for each of the zones currently offered are as follows:

Transportation Fee (School Bus) **Zone 1** – Tianhe, Zhujiang New Town, Haizhu, Baiyun, Yuexiu, Liwan. **Zone 2** – Panyu, Zengcheng **Zone 3** –Dongguan and surrounding areas	Optional and partially subsided by the school, payable by semester or annually. The bus fee is for transportation to/from school. □ **Zone 1** □ **Zone 2** □ **Zone 3** **(The cost of busing only available in June 2026)**

□ The bus fee must be paid before a student uses the service.

□ If a student withdraws from the transport service, UISG requires **two (2) weeks' written notice**. Failure to provide sufficient notice will result in a charge equivalent to two (2) weeks of transport fees.

Routes & Schedule

□ The transport vendor will determine the optimal bus route in consultation with the school bus office, adhering to China's **School Bus Safety Regulations**.

□ **Parents do not have authority over routes or schedules.**

□ To accommodate new students and optimize efficiency, bus assignments may change during the school year, which could affect pick-up/drop-off times.

Communication

□ Each bus has a dedicated **WeChat group** for instant updates. The parent/guardian or ayi responsible for the student **must join** the group.

□ **Bus change requests** (submitted by 11:30 AM on the day) or other inquiries:

- **Regular bus service: schoolbus@uisgz.org**
- **Late bus service (17:15, for AOC/ECA students): jliang@uisgz.org**
  - Limited seats/routes; first-come, first-served.

 Parents/guardians may also submit requests via **SchoolsBuddy**.

School Bus Safety Informa8on

Riding the school bus is a **privilege**, not a right. Students must exhibit appropriate behavior to maintain this privilege.

Safety & Conduct Rules

 Seatbelts are mandatory at all times. Removing them may result in suspension from the bus service.
 Be on time: Arrive at the stop **5 minutes early**. Missing the bus is the student's responsibility.
 Remain seated with seatbelts fastened until the bus fully stops.
 Respect others: No fighting, shouting, or swearing. **Zero tolerance for violence** (physical/verbal).
 Keep the bus clean: Students are responsible for trash. Damage/vandalism costs will be billed to the responsible party.
 No unregistered riders.

Food & Drink

 Eating/drinking is discouraged, but **only dried snacks and water** are permitted for long journeys.

Acknowledgment

By signing below, I confirm that I have:
1. Read and agree to these **Terms & Conditions**.
2. Discussed the **Safety Guidelines** with my child(ren).

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	Yes

		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.	
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 spread and high fever, cough, runny nose and red watery eyes	5 days after the first sign of the rash and is complicated by pulmonary infection, the time may extend to 14 days	Yes
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 nymph	Until recovered	Yes

	nodes on neck and armpits, swollen liver or spleen, rash		
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 swollen tonsils, tiny red spots on top of mouth, swollen gland in the neck	48 hours after starting a course of antibiotics, if no fever.	Yes
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.,	Isolate without antibiotic treatment until 3 weeks after paroxysmal coughing or until coughing has stopped or 5 days after antibiotic administration	Yes

	usually without fever, or with initial transient fever.		
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, isthmic 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 provisions for students via secure platforms and applications to enhance their learning in a safe environment.

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

UISG AI POLICY LINK

Appendix 6: UISG 2026-2027 Boarding Handbook

This are accessible in the ***"Files" section in the ManageBac Parent Portal*** or via the UISG website under the 'Boarding' tab.