ZHUHAI INTERNATIONAL SCHOOL

Student-Parent Handbook

GLOBAL CITIZENS
COMPASSIONATE
CONTRIBUTE
LIFE-LONG LEARNERS
SKILLS AND ATTITUDES
DYNAMIC
PRINCIPLED

ZIS Students are:

Dear Students and Parents,

Whether you are a new or returning member of our community, we would like to take this opportunity to wish you a warm welcome to ZIS for the upcoming academic year.

This Student-Parent Handbook is designed to be helpful to you and your family. Use it a reference when necessary and if you can't find the answers here please get in touch.

We first welcomed students to our Qi'Ao campus in 2007. As we grew, we became an authorized International Baccalaureate school offering the Primary Years Programme (PYP) in 2012 and the Middle Years Programme (MYP) and Diploma Programme (DP) in 2013. We were successfully evaluated by the IB in 2017 and continue to work with the IB to review our programmes.

We hope that you will find our community to be welcoming and supportive and that you will make many lifelong friends during your years at ZIS. We welcome you to the school and assure you of our constant support of your child and your family. We are delighted that you have chosen to send your child to ZIS and look forward to sharing many amazing experiences with you along the way.

Please take the time to read through this handbook as it contains important information about the policies and procedures in operation at ZIS. All questions are welcome and please do not hesitate to contact the school if you need assistance or clarification.

Warmest wishes,

Zhuhai International School

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OUR MISSION and VALUES

Our Mission Statement

At ZIS we strive to develop dynamic and principled global citizens who have the skills and attitudes to enable them to become compassionate life-long learners who will contribute positively to the future of our world.

Our Values

- Communication
- Holistic learning
- Intercultural awareness

Our Vision

As an IB World School, ZIS aims to provide an educational environment where students aspire to become:

Inquirers: students develop their natural curiosity and become independent life-long learners with the skills necessary to conduct research and evaluate their experiences.

Knowledgeable: students know content across a broad range of disciplines so that they explore concepts, ideas and issues that have both local and global significance.

Thinkers: students are innovative in applying thinking skills critically and creatively to solve complex problems and make informed, ethical decisions.

Communicators: students understand and express ideas and information confidently, creatively, and collaboratively in, at least, both English and Mandarin.

Principled: students act with integrity and honesty; have a strong sense of fairness, justice and respect for the rights of individuals, groups and communities and who take responsibility for their own actions and the consequences that accompany them.

Caring: students show empathy, compassion and respect towards the needs and feelings of others, and have a personal commitment to service, and to making a positive difference to the lives of others and to the environment.

Risk-takers: students strive for excellence by approaching unfamiliar situations with courage; have the independence and self-confidence to explore new roles, ideas and strategies and are articulate in defending their beliefs.

Open-minded: individuals who understand and are proud of their own heritage, and are open to the perspectives, values and traditions of different individuals and communities.

Reflective: students give thoughtful consideration to their own learning and experience and are able to assess their strengths and limitations in order to progress and develop.

Balanced: students sustain their own and others' well-being in understanding the interdependence of the intellectual, physical, emotional and spiritual aspects of their lives.

An IB EDUCATION

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Informed by these values, an IB education:

- centres on learners
- develops effective approaches to teaching and learning
- works within global contexts
- explores significant content

Working together, these four characteristics define an IB education.

> *An IB education is unique because of its rigorous academic and personal standards. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who celebrate our common humanity and who share a belief that education can help to build a better world.* (What is an IB Education?, IBO, August 2013)

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.

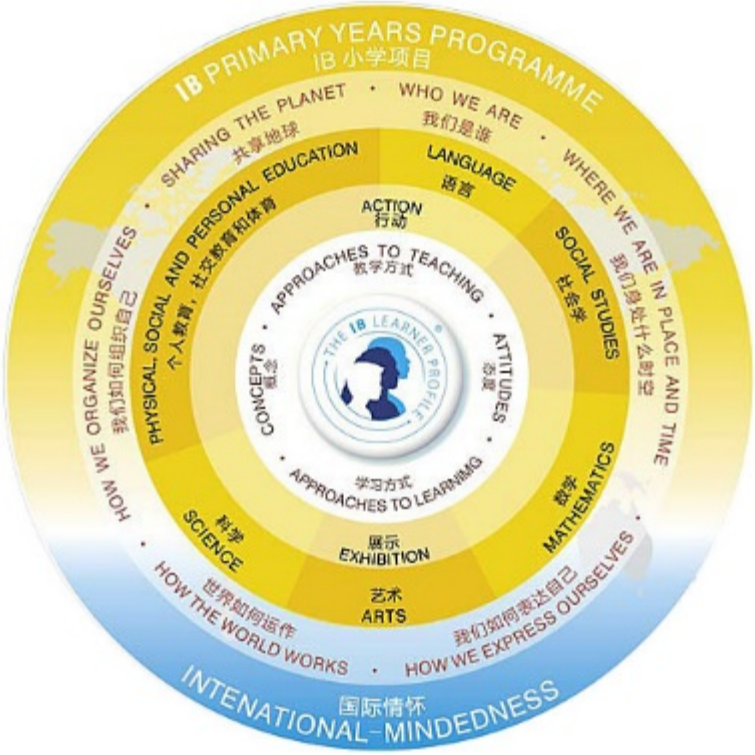
SCHOOL POLICIES

School Policies are essential for the healthy operation of a school. The following are available for review on the school website as well as reflected in this handbook:

- ☐ Language Policy
- ☐ Assessment Policy
- ☐ Admissions Policy
- ☐ Child Protection Policy
- ☐ Special Educational Needs Policy
- ☐ Academic Honesty Policy

Primary Years Program (PYP)

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



The PYP takes a Student-Centered approach to learning by:

- ☐ addressing students' academic, social and emotional well-being
- ☐ encouraging students to develop independence and to take responsibility for their own learning
- ☐ supporting students' efforts to gain understanding of the world and to function comfortably within it

Students in the PYP study Six Subject Areas:

- ❍ Languages (English, Mandarin)
- ❍ Social Studies
- ❍ Mathematics
- ❍ Arts (Visual, Music)
- ❍ Science
- ❍ Personal, Social, and Physical Education

Transdisciplinary Themes

The most significant and distinctive features of the IB Primary Years Programme are the six transdisciplinary themes.

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and for their students to inquire into the big ideas and concepts in our world today.

The six themes are:

- ☐ Who we are
- ☐ Sharing the planet
- ☐ How we express ourselves
- ☐ Where we are in place and time
- ☐ How we express ourselves
- ☐ How we organize ourselves

These themes continue into the Middle Years Programme (MYP)

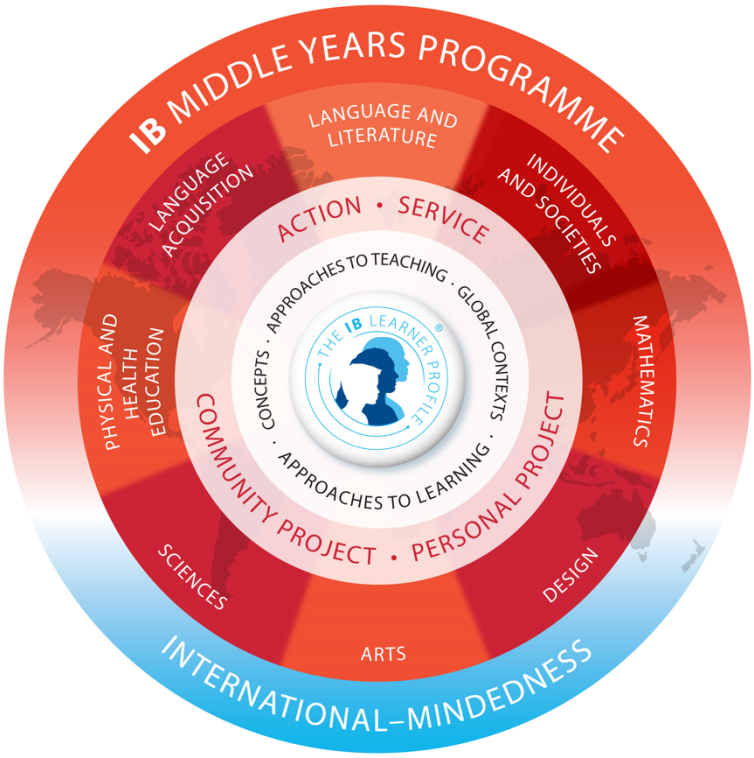
Cross Curricular Instruction Model

In the Primary Years Programme students explore each of these themes through six-week long units of inquiry. During these units the students explore big ideas that stem from these themes, and they do so in all of their subject areas. This allows our students to connect their learning throughout the curriculum, from the arts and sciences to language, mathematics, and physical education. Inquiring into ideas and concepts from different perspectives help our students to deepen their understanding and connects their learning in a special way.

Middle Years Programme (MYP)

The MYP at ZIS is designed for Year 7 to Year 11 students. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers.

The MYP at ZIS builds upon the knowledge, skills and attitudes developed in years N-6 to prepare students to meet the academic challenges of the IB Diploma Programme (DP) or any other senior high school system.



The MYP Focus:

1. Promotes intellectual challenge
2. Encourages connections between the topics studied and the real world
3. Fosters the development of skills:
    - communication
    - intercultural understanding
    - global engagement

Students in the MYP study Eight Subjects:

- Language & Literature (English, Mandarin)
- Mathematics
- Individuals & Societies
- Sciences
- Language Acquisition (English, Mandarin)
- The Arts (Music, Visual Art)
- Design
- Physical & Health Educations

The MYP curriculum is organized and developed with attention to:

Teaching and learning in context:

Global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced.

Conceptual understanding:

Key and related concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

Learning how to learn:

Approaches to teaching and learning, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills then need to enjoy a lifetime of learning. They provide a foundation for success in further education and the world beyond the classroom.

Service as Action:

The MYP sets out clear learning outcomes that grow from students' participation in local and global communities (community service). MYP projects are informed by respected models of service learning and provide stepping stones toward the Diploma Program's core requirements for Creativity, Action and Service (CAS). The Service as Action programme is an requirement for the MYP Certificate.

The MYP Difference:

Study in the MYP is not only academically rigorus, it also has the added features of student-centred learning. Even experienced IB students find the thec complexities of the programme to be challenging, and so students new to the IB should be patient as they transition to the system. As well as testing knowledge and understanding, each curriculum area tests crtitical thinking skills and application of knowledge to the real world. Language learners especially take time and effort to access the full depths of these areas. Still, as students develop they develop the critical thinking and creative thinking skills necessary for future academic success.

In preparation for the transition to the Diploma Programme, students at ZIS focus on 6 subjects in the final year of the MYP (Year 11). This aligns as much as possible with the 6 subjects they select in the DP, allowing for focused prepartion for the final two years. The timetable dedicates time for the Personal Project and to PE to ensure a balanced approach to the school week.

The MYP Certificate

Students in the final year of the MYP have the opportunity to earn the MYP Certificate by undertaking MYP eAssessment. These challenging assessments involve online examinations and in-school portfolio coursework. Online examinations are sat for Language & Literature, Mathematics, Individuals & Societies, Sciences and an Interdisciplinary Unit. These exams are externally marked and moderated. The IB has supported schools with specific content that is

tested so that it can be incorporated into the school's unit plans. Language Acquisition and Visual Art do not have examinations but they do have a moderated unit for which the assessment tasks are uploaded to the IB.

The Personal Project

The Personal Project is an MYP requirement for all students. The Project is a summative experience of the MYP. Students in Year 11 work to apply the various ATL skills, their knowledge of the Global Contexts, and the IB Learner Profile Attributes to plan, prepare and work to achieve a meaningful, realistic goal.

Students may choose a topic of interest to explore, leading them to new understandings. The experience emphasises planning, organisation, research, application of information, and reflection, and promotes individual student responsibility for their own learning, empowering them to become life-long learners.
The Personal Project involves the use of a Process Journal, where students document their work to ensure academic honesty and highlight their learning; a product that is the culmination of their process; and a Report, which summarises their learning over the course of the Personal Project.

The Project is assessed on four different Criteria:

A: Investigating	C: Taking Action
B: Planning	D: Reflecting

Further advice and support can be found in the Personal Project Handbook.

Assessment

Assessment: the tools and procedures used to collect evidence, record and report progress towards the designated learning outcomes in terms of knowledge, skills and attitudes.

- The purpose of all assessment is to improve student learning through comprehensive feedback, and evaluation of the programme and its delivery.
- Assessment is embedded within the curriculum. It is an ongoing and integral part of the learning experience. Assessment must encompass the three components of the curriculum: knowledge, skills and attitudes.
- Assessment procedures should progress naturally from formative to summative in line with the School's stated expectations of student attainment.
- All assessment is criterion related in line with the published MYP subject criteria, modified as appropriate to grade level expectations. Students have the right to know how, and against what criteria, they will be assessed. Student self-assessment, peer assessment and reflection are essential parts of the school's assessment practices

Ongoing Assessment – At each year level, each subject has assessment tasks attached to each of the units taught. Each subject area has its own set of four criteria set down by the IB. These criteria are attached to every assessment task so students are able to see exactly what they need to do to acieve the best possible results.

Learning Through Assessement:

In general, assessment levels are described by similar vocabulary. The goal for students is to progress in their performance as they develop their skills and understandings:

Level	Common Descriptors
0	Does not reach any standard described
1 – 2	BASIC knowledge; LIMITED descriptions; MINIMAL critical thinking; RARELY reflects or justifies
3 – 4	SATISFACTORY knowledge; SIMPLE descriptions; ADEQUATE critical thinking; SOMETIMES reflects or justifies
5 – 6	SUBSTANTIAL knowledge; SUFFICIENT descriptions; CONSIDERABLE critical thinking; RELEVANT reflection or justification
7 – 8	EXCELLENT knowledge; PERCEPTIVE descriptions; HIGH LEVEL critical thinking; DETAILED reflection or justifications

Reporting in the MYP

ZIS has two major reporting sessions each year in the MYP program. In addition, an interim report is sent early in the first semester. This is a simple 'check-a-box' devised as an early warning for any problem areas.

Formal reports allow parents and teachers to monitor the progress of every student. They also indicate each student's achievement and the level that the student managed in each subject objective and criterion with detailed comments about their academic performance. Teachers also report about each student's approaches to learning and their level of commitment and attitude towards their academic work.

The MYP Certificate – the MYP program culminates in the award of the MYP Certificate. This certificate is awarded to those students who have successfully completed MYP5.
Successful completion involves:

- ✓ A minimum grade of 3 (out of 8) for all six subjects studied, and
- ✓ A minimum grade of 3 (out of 8) for the Personal Project

Diploma Programme (DP)

The DP is for Year 12 and Year 13 students seeking a challenging preparation for university studies. The DP is internationally regarded as the gold standard of diplomas available to Secondary students.

DP courses prepare students to ask challenging questions, learn how to learn, develop a strong sense of self and culture, and develop the ability to communicate with people from different countries and cultures.

At the conclusion of the two-year programme, students may sit the IB DP exams. These exams are externally marked and moderated.

Two DP Pathways:

- ☐ Diploma Program – students take courses and exams in six different subject areas. Three of these subjects must be at HIGHER LEVEL. In addition, they complete a Theory of Knowledge (TOK) course and assessment, an Extended Essay and CAS (Creative, active, service) activities.

- ☐ Certificate Program – students take a course and exam in at least three IB subjects. All subjects are taken at standard level.

Students in the DP study Six Subjects:

GROUP	SUBJECTS OFFERED	LANGUAGE OF INSTRUCTION
1	Language and Literature	English, Mandarin
2	Language Acquisition	English, Mandarin
3	Economics Business Management	English
4	Biology Physics Chemistry Environmental Systems & Societies	English
5	Mathematics	English
6	Visual Arts (or, select a second group 3 or 4 subject here)	English

Ready for the DP?
Indicators that the DP is the right programme for you:

- ☑ Success in MYP subjects – minimum of 3 in all subjects
- ☑ A commitment to proficiency in English and a second language
- ☑ Strong communication skills
- ☑ Intellectual curiosity, critical thinking and creative thinking skills

The Extended Essay

All DP students prepare an extended essay. This is a significant written exploration of a specific subject that excites and interests each student personally. It is designed to stretch students outside their knowledge comfort zones and test their critical thinking and analytical skills. Each student chooses a supervisor to match their chosen curriculum area to support them through this ongoing process over the two years of the programme.

Creativity, Activity, Service (CAS)

While CAS is not a mark-based system, it is a vital part of the IB. All students (Diploma or Certificate) must complete ongoing activities for all three parts and journal reflections of these on Managebac. All students are supported through this process by the CAS supervisor. Completion of the CAS component are not eligible for the Diploma or Certificate Program, regardless of grades achieved.

Reporting in Senior Years

Students in their final DP year will receive an interim report and one full report. Predicted scores are used for university applications since final grades are issued by the IB in August.

How is the final grade awarded?

A DP student is awarded a final mark out of 45. This mark is broken into two parts:

- Subject marks – each subject is awarded a mark out of 7. This mark is determined by totalling all assessments. Most subjects have both internal assessments and external exams. Visual Art, offered at ZIS, is one of the exceptions. It has no exams and instead, its total comes from a journal, a comparative study and exhibition pieces.

- TOK / EE marks – full diploma students are given additional marks for their TOK course and extended essay. Together, these additions give up to 3 marks.

ASSESSMENT at a GLANCE

Programme	What is Assessed?	How is Assessment reported?	
Primary Years Programme	6 Units of Inquiry - includes Science, Social Studies, plus: English Chinese Mathematics Physical Education Visual Arts Music	S – Secure	Learner consistently demonstrates competency in concepts and skills; projects are of high quality and go beyond stated expectations.
		C – Consolidating	Learner has a good grasp of concepts and skills; assignments are generally complete and meet standards.
		D - Developing	Learner needs occasional support to complete open-ended tasks; partial success in tasks using knowledge or skills.
		E – Emerging	Learner needs support or assistance to begin tasks; occasionally shows evidence of learning.
Middle Years Programme	8 Subjects: English Chinese Mathematics Science Individuals & Societies Design Arts Physical and Health Education	Assessment is criterion-related and performance on tasks is assessed using four categories in each subject. Each category has a maximum score of 8 points, thus 32 is the highest score possible. Total points determine a grade, 7 being the highest: Grade / Points 7 / 28 – 32 6 / 24 – 27 5 / 19 – 23 4 / 15 – 18 3 / 10 – 14 2 / 6 – 9 1 / 1 – 5 This grade summarizes the quality of the students' work, their understanding of the subject concepts, knowledge, and skills. Grades also represent abilities with critical and creative thinking and how flexible the student is in applying their understanding in familiar assessments and in unfamiliar situations.	
Diploma Programme	Students study six subjects over two years. The Theory of Knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score. Creativity, Action, and Service (CAS) is a requirement for the award of the diploma.	DP students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted. Internal assessments (research papers and similar studies) make up a minor portion of the grade. External examinations take in May of the second year determines the majority of the grade. Grade / Points 7 / each subject 6 / has unique 5 / grade boundaries 4 / that determine 3 / the final grade 2 / for internal and 1 / external assessments. A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the Extended Essay, Theory of Knowledge, and CAS.	

Assessment Examples

Explorations	Artistic Performances	Quizzes	Reflections
Investigations	Portfolios	Process Journals	Interviews
Digital Presentations	Reports	Essays	Structured Problems
Data-Responses	Exams	Case-Study Analysis	Model Creations
Oral Presentations	Fieldwork	Laboratory Work	Tests

Using Assessment:

Assessment for learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. It usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment of learning

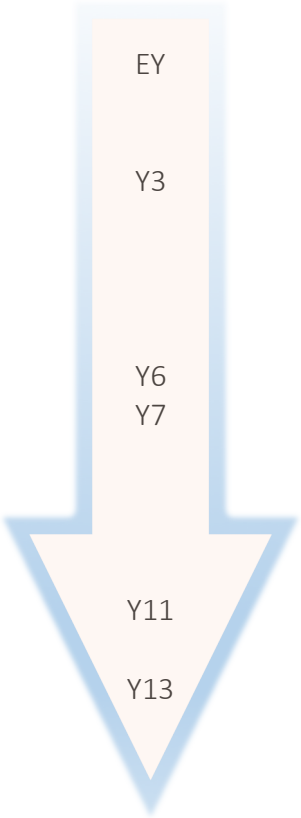
Assessment of learning assists teachers in using evidence of student learning to assess achievement against specific criteria. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to grade students.

HOMEWORK

Why Homework?

- encourage maximum progress in their academic and social development;
- help develop the skills of an independent learner;
- promote co-operation between home and school;
- consolidate and reinforce the learning done in school;
- help develop good work habits and organizational skills for the future.

Types of Homework:



- ✓ reading with parents
- ✓ talk about topics at home
- ✓ find and collect information or artifacts
- ✓
- ✓
- ✓ literacy and math routines
- ✓ independent reading
- ✓ research, interviews, surveys
- ✓ writing, worksheets, reflections
- ✓ Mathletics
- ✓ Unit projects
- ✓
- ✓
- ✓ assessment tasks
- ✓ notetaking
- ✓ research
- ✓ practice exercises
- ✓ independent reading
- ✓ revision exercises
- ✓ extended projects

Amount of homework

As students move through the school, the time expectation for homework increases. With different schedules PYP and MYP/DP students can understand homework time like so:

PYP Students

Classroom and Chinese Homework is assigned regularly:

Reception & Year 1 = 10 minutes
Year 2 & 3 = 20-30 minutes
Year 4 & 5 = 30-40 minutes
Year 6 = 40-50 minutes

MYP / DP Students

Subject teachers assign one or two homework assignments per week following these guidelines:

Year 7 & 8 = 30 minutes
Year 9 & 10 = 45 minutes
Year 11 – 13 = 60 minutes

We acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent students from taking part in the activities of various out-of-school clubs and of other organizations that play an important part in the lives of our children.

SCHOOL BASICS

The School Day

The school operates between the hours of 8.00am and 5.00pm daily. Lesson times occur between 9.00am and 3.35pm (2.45pm on Fridays). The school office is open during operation hours.

School Lunches

Lunch is provided by school in the cafeteria for a fee (paid annually) and students are scheduled time in the cafeteria to eat before being excused for break. Students are allowed to take their own food into the school cafeteria but given our commitment to religious views and food allergy concerns, students are asked NOT to share their own lunches with others. Weekly menus are available to families on the school website.

Connect with ZIS:

Maintaining the link between school and home is one of our highest priorities. Communication is shared between school and home in a variety of ways, including:

Email: Each teacher has an email address. This is the best way to connect with a teacher about a specific matter or question. You can also email the School Office at zis@zischina.com for more general inquiries.

The Banyan: Every Friday, a whole school newsletter, *The Banyan*, is shared by email with home. It includes a message from the Head of School and each Head of Division. Additional reports and news of upcoming events are included as well. Parents are added to the mailing list upon admission.

NewsFlash: When information needs to be shared to the whole school, a *NewsFlash* is an email from the Head of School to provide immediate information by email. Parents are added to this mailing list upon enrollment.

ZIS WeChat: Subscribe to our WeChat account to receive stories directly to your mobile.

PYP WeChat: Early Years and Primary classes use WeChat to share classroom news and announcements. Speak with the classroom teacher to get connected.

ZIS Website: School policies, curriculum information, and major events are shared on the school website. Click on www.zischina.com

Social Media: Engage with the power of social media by liking and following us online. Find us on Facebook at www.facebook.com/zischina/ and on Instagram at zischina.

ManageBac: Review the curriculum and the units of study with this platform shared between teachers, students, and parents. ManageBac is used extensively by Secondary to share units of work, messages, assessment tasks, and assessment results. More details below.

Bus Travel

Transport on the school bus system organized through the office. Students who travel on the school bus are expected to follow the bus expectations. The *School Bus Essential Agreement* is located in Appendix 1 for your review.

Parents are asked to contact the school in the event of any changes, including absence or riding a different bus to and from school before buses arrive in the morning and before 1:00pm during the school day.

School Closure Due to Extreme Weather

In the event of extremely severe weather, we follow government notices when deciding to close the school. Parents will be advised by a *NewsFlash* to provide notice. In cases where students are sent home from school early, parents will be advised via a telephone call.

Student Absence

If your child is absent from school, please contact the school office by email or telephone; the information will be shared with the Head of Primary/Head of Secondary and the Homeroom teacher for you. You should also contact the bus monitor before they reach your stop so that the bus is not delayed.

In the event of a planned absence due to a family circumstance, please advise the Head of Secondary/Head of Primary accordingly, as well as your child's Homeroom Teacher and the School Office of the dates of absence a week prior to departure. Families are responsible for ensuring missed work is arranged and completed.

Students who arrive at school after 8.30am (not having travelled on the bus), should go straight to the School Office to inform staff of their arrival. If parents wish to take students before 3.35pm, they should sign out with the School Office to avoid complications with buses.

Visiting the School

Parents are welcome at school. If you wish to speak with a teacher, we ask that you make an appointment with them or with the Head of Secondary/Head of Primary first to avoid clashing with class time. Please park your car outside of the school in the marked spaces and be sure to go to the office and sign in first so that we know you are here in case of evacuation. Kindly remember to wear your parent ID Badge when visiting.

SCHOOL EXPECTATIONS

Uniforms

All students in Nursery – Year 11 are to wear the school uniform. Students are provided with a full uniform and a PE uniform (excluding socks and shoes) at the beginning of the school year. A warmer uniform is distributed prior to the change in season. Additional items can be purchased the School Office.

Shoes are to be mostly black. Sports shoes may be worn during PE lessons and on designated school sports days. Students need to wear the PE uniform during Physical Education classes. Those in the MYP need to change into and out of the PE uniform before and after their PE lesson.

Our uniforms are designed to enhance the school experience. Additional details are explained in the *Uniform Essential Agreement* located in Appendix 2.

Regular Uniform

PE Uniform

All DP students have a choice; they may wear the school uniform or smart-casual clothing. Smart-casual clothing includes:

- a shirt with a collar
- a neat pair of trousers OR
- a neat pair of shorts (near the knee) OR
- a neat skirt (near the knee) OR
- a neat dress.

Please, no denim or sports clothing.

School Equipment

Lockers (Secondary) –

Every secondary student is issued with a locker on arrival at school. A 10RMB deposit is required for the lock. This is returned at the end of the school year when the lock is returned.
We ask that students avoid leaving valuable items in their lockers.

Stationary and Text Books –

Primary:

Students from Year 1 to Year 6 are provided with all notebooks and stationary required as part of the normal classroom. Students are issued a ZIS *Student Planner* to help teach organization and self-management skills.

Secondary:

Students in Year 7 to DP2, are given all notebooks necessary to satisfy the needs of their classroom activities. They are also supplied with a small cache of pens and pencils at the beginning of the school year. Secondary students are provided with current textbooks via the library.

Secondary students will also need to bring:

- ☐ a school issued ZIS *Student Planner*, the ZIS homework diary
- ☐ a calculator; the school has the necessary graphic calculator available for sale from the school office to meet the minimum requirements for the IB. (Diploma students are able to pay for their special graphics calculator in instalments. This can be arranged with the school office.)
- ☐ a laptop with the necessary software. See the *Essential Agreement for Technology* (Appendix 3) for further details.
- ☐ additional stationary like erasers, a ruler, scissors

Lost & Found –

Lost property is stored on campus and donated to charitable organizations at the end of each semester. Contact the School Office for assistance in locating forgotten items.

TECHNOLOGY and COMMUNICATION

The 4 Guiding Principles:

- Take care of Yourself: stay balanced and stay safe online
- Take care of Each Other: think about what you say and post
- Take care of Your Tech: make sure it's safe and ready to use
- Take care of Our Tech: keep it in good shape for everyone

Laptops – all Secondary students are required to have their own laptop. The minimum requirements are outlined in the *Essential Agreement for Technology* (Appendix 3) which needs to be signed by parents and students at the beginning of the school year.

IPads – Primary classes share sets of IPads. Primary also have a BYO device arrangement for Year 6 students. Students are encouraged to bring approved devices, such as laptops and iPads to school, after their parents have signed the *Essential Agreement for Technology*.

Mobile Phones – EY and Primary students will not require mobile phones or similar devices at school. Secondary students may use their devices at school for educational purposes and with teacher approval. We ask that families use the school office to contact each other during the day in case of emergency instead of phoning members directly.

Emergency contact of children – should there ever be a time when you need to contact your child at school, please contact the School Office and they will arrange for you to speak with them.

Classroom WeChat Groups in Primary and Early Years

Each Early Year and Primary classroom has an official *Wechat* group. This group is administered by the classroom teachers and is used to pass on information that applies to the whole class such as student homework, field trips, schoolwide event and important reminders. It is also used to share pictures and videos of the students at school so that parents can connect to the learning experiences of their children.
Parents are encouraged to direct specific questions or information about an individual student via the teacher's email, or during scheduled face to face meetings.

Teacher email addresses follow this pattern: firstname + first letter of last name + @zischina.com. (ex. Tina Wang = tinaw@zischina.com)

Contacting Secondary

Parents are invited to contact the school via email. The student's Homeroom teacher should be the first point of call for most issues. More serious situations may involve the Head of Secondary or Head of School.

Teacher email addresses follow this pattern: firstname + first letter of last name + @zischina.com. (ex. Tina Wang = tinaw@zischina.com) If you wish to meet with a teacher, please arrange a time with them or with the Head of Primary or Head of Secondary to ensure that the necessary time is made available.

ManageBac – This online platform is the information management system used at ZIS for curriculum, grading, feedback and reporting. Parents and students need to log on to *ManageBac* regularly - contact the Head of Secondary if you experience any problems. Check to see that we have your most up-to-date contact information.

SCHOOL SUBSCRIPTIONS

We manage a variety of student-friendly subscription services - access is provided by teachers:

Seesaw – web.seesaw.me We love Seesaw for its ability to offer insight into each student's strengths and areas for growth in a way that is current and individualized. It allows creativity to flow and lets teachers provide detailed feedback to celebrate student achievement.	Brain Pop - jr.brainpop.com/ Brain Pop is a group of educational websites with over 1,000 short animated movies together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
IXL – ixl.com XL is a captivating online math learning space providing students with all the tools they need to be successful learners, both in the classroom and beyond.	Raz-Kids - raz-kids.com/ Raz-Kids is an award-winning resource that provides a library of books at 29 levels of difficulty students use to practice reading in school, at home, or on the go.
Infobase – infobase.com Subject-specific resources containing journal articles, news articles, books, images, videos, and primary source documents from thousands of sources selected and vetted by our editorial experts.	PowerKnowledge Science Suite The Sciences - all at our fingertips with PowerKnowledge's Science Suite. Offering an array of learning experiences, these sites provide rich and exciting Science learning.

Britannica - school.eb.co.uk A safe, reliable and comprehensive source of information and media for learning, research and discovery, features more than 100,000 articles, 60,000 images and videos, and much more…	BridgeU – bridgeu.com BridgeU enables schools to provide smart, modern university and careers guidance, a matter of crucial importance, progressing students to the right post-secondary destinations. BridgeU was founded to help schools prepare the students of today to flourish in the world of tomorrow.
ManageBac – zischina.managebac.com ManageBac provides a Curriculum First Learning Platform for the world's leading international schools. Founded in 2006, ManageBac serves over 700,000 students and 2,500 schools in 120 countries.	AssessPrep – assessprep.com Designed for MYP students, AssessPrep offers a cloud-based platform allowing teachers to collaboratively create tests with a variety of questions, videos, simulations and images. Allows teachers to annotate student answers with their comments and to give overall feedback.
watch this space – as we add to our subscriptions, we will keep you updated…	watch this space – as we add to our subscriptions, we will keep you updated…

WHO TO CONTACT

In any situation it is best to go to the person directly concerned to ensure that you gain first-hand information and achieve a quick response. If you feel you need a translator to support you in the meeting, we will provide one for you (as long as we have a person on staff who can speak the language in question).

Use this guide to help you decide who to contact.

Grade Level / Homeroom Teacher

- Class requirements, expectations, assessments, homework
- Student behaviour
- General student progress and reports
- Student learning/emotional/social needs

Subject Teacher

- Subject-specific expectations, assessments, homework
- Subject-specific student progress and reports
- Questions about subject-specific field trips

PE Teacher

- Pearl River Conference sport

Curriculum Coordinators

- Questions about the Primary Years Programme (up to Year 6)
- Questions about Middle Years Programme (Year 7 to Year 11)
- Questions about the Diploma Programme (Year 12 & 13)
- Overall student progress

Head of Early Years and Primary/Secondary

- Overall student welfare and behaviour
- Overall student performance
- Program questions

Head of Learning Services

- Learning Services/EAL issues
- Student welfare (social/emotional/behavioural concerns)
- Access to outside support like counselling, educational psychologists, etc.
- BridgeU/College Counselling

Head of School

- Whole school issues
- Friends of ZIS
- Operational Issues

School Office – General Inquiries: zis@zischina.com

For specific inquiries, contact the relevant staff (see enclosed list)

- Admissions and Special Events
- Booking meetings, translation
- Visa advice
- Absences (school or bus)
- Uniform
- Documentation requests

The school office can provide translating services for Mandarin speakers. They are a vital link to ensuring clear communication with teachers and the Senior Management Team (SMT). We will do our best to support translation in other languages as well.

For all specific email addresses consult the list enclosed.

STUDENT SERVICES

ZIS prides itself on its inclusive approach to education. We believe that a school should fit the child instead of trying to make a child fit the school. It is the school's commitment to educate all children to the maximum extent appropriate in the regular classroom setting within the means of the school's facilities and budget. ZIS feels strongly that "it is the responsibility of all educators, supported by the community, to develop optimal learning environments." (Learning Diversity and Inclusion in IB programmes) Furthermore, ZIS agrees that, "all students in the school community fully participate in an IB education" (5).

Inclusion is an important part of our educational practice and philosophy. We aim to support a variety of student needs. This includes:

- Exceptional students (those who have a specific learning need)
- English as an additional language (EAL)
- Social-emotional needs

Learning Services

The Learning Services department acts as the central point for all students requiring extra support. As a team, LS teachers provide the help needed in and out of the classroom, manage documentation, communicate with parents and connect students with outside support if necessary. The primary goal of LS is to ensure that the needs of all learners are identified and met. Services provided may include:

- observation and assessment,
- programme differentiation,
- pull-out support,
- in-class support,
- specialized teaching,
- information and advice for teachers and parents/guardians
- referrals to outside specialists.

If a student should need additional learning support beyond that available at the school, then the school reserves the right to pass on to parents, part or all of the additional cost incurred.

EAL - English as an Additional Language

ZIS is an English medium school; all disciplines (other than Mandarin) are taught in English.

Students in Years 2-6 may be enrolled in our EAL Program while their peers work on literacy in the classroom. Additional push-in support, provided by the LS teachers, is primarily aimed at those students needing extra English support in the classroom.

Secondary students in Years 7-8 may be enrolled in our EAL Program while their peers study Individuals & Societies. In addition, recommendations and conditions are made clear during the admissions process to enable parents to ensure their child(ren) have the support and time necessary to learn English.

Students in Years 9-13 must have acquired enough English language proficiency to access the curriculum without support.

College Counselling

Students are supported through the university admissions process by the Head of Learning Services. Through the internationally recognized on-line admissions program, *BridgeU*, students have access to schools around the world. Through assignments aimed at guiding individuals through the application process, students are able to search, choose, select and apply to their university of choice. This program also provides students with the information necessary to allow for changes to be made to their academic and extra-curricular portfolio, in order to increase their success rate.

Student and Teacher Affairs Services

The Student and Teacher Affairs Director and the office staff supports students and teachers as well as school operations that involve teaching and learning. They provide a vital link between school and home, promoting communication and connections among students and their families with the school as well as with other community members. School Transport, Uniforms, Purchasing, Attendance, Health and Campus Safety are all supported by this role. Requests for school documentation should directed to this office.

HEALTH, SAFETY and WELL-BEING

At ZIS, all students have the right:

- to Feel Safe
- to Learn
- to Be Treated with Dignity and Respect

As part of these rights, all students must meet their responsibilities to ensure the rights of others in the school community.

Child Protection Officer

As part of the ZIS Child Protection Policy, a staff member is appointed to act as the central point for any concerns noted on campus.

Illness or Misadventure at School

In emergencies, students are transported to Zhong Shan University Hospital #5. By joining the school parents give ZIS permission to initiate emergency measures in the event of accident or sudden serious illness. In these events, the school will try immediately to contact parents or, if unreachable, the emergency contacts provided upon admission. Parents give permission for the school health staff to dispense routine first aid to their child for such conditions as cuts, abrasions, stomach ache and headache. Parents are expected to inform the school when there are updates to their child's health records. Parents are responsible for all medical fees incurred.

The school has a school nurse on the school grounds between the hours of 8.30am and 3.35pm. Students who feel unwell can visit the nurse for advice. The nurse will advise the office when any student requires assistance. If the student needs to go home or hospital (in serious cases), the School Office will contact parents. To improve first-contact services for students, a number of staff members have also gained their First Aid certificate.
Student must inform the teacher on duty BEFORE they go to the nurse. This includes the teacher on duty if illness or accident occurs on the playground. Any medication is to be kept and administered by the school nurse as arranged between parents and school.

Health Information for Students

The School Office, the Head of Primary or Head of Secondary and the Homeroom Teacher should always be informed of medical conditions that may impact students at school. This information will be kept confidential. This information may be requested again at special times (Week Without Walls).

Evacuation Drills

ZIS complies with all fire and evacuation regulations for the home country.
Evacuation drills are undertaken several times each year to ensure that students and staff are prepared in the event of an emergency. Students should follow the instruction of the teacher regarding the evacuation process.

Behaviour Code of Conduct

We seek to create a compassionate and tolerant learning environment on our campus. Everyone has a role to play in developing the attitudes and behaviour that make this possible. All members of our community are expected to respect the rights, feelings and property of students, teachers, staff, visitors and parents.

Our philosophy for any correction of students can be summed up by four C's:

- Care,
- Consistency
- Choice
- Calm

This is detailed in the *Essential Agreement for Behaviour* (Appendix 4) signed by parents and students at the beginning of each school year.

Secondary Homeroom

As a part of our commitment to student well-being, students in secondary have a series of homeroom lessons where they explore personal development skills such as communication, conflict resolution, positive self-talk, goal setting, leadership and service. These lessons provide valuable insight and information for adolescents as they navigate the sometimes difficult waters of pre-adulthood.

Giving our Very Best

Students are expected to give their full energy and personal resources to their studies. The *Essential Agreement for Assessment Tasks* (Appendix 5) outlines the importance of full engagement in assigned tasks and the importance of self-management and meeting scheduled due dates. We are committed to teaching students the best strategies that will keep them organized and motivated, engaged in their learning with full dedication.

HOUSES & AFTER-SCHOOL ACTIVITIES

House System

When students enter ZIS they are placed in one of our four Houses – Blue, Green, Red or Yellow. These Houses foster school-wide cooperation and are used for social, artistic, academic and sports events across the school. Siblings are placed in the same house.
In Primary, house captains are chosen from the student body.
Staff are also placed into houses.

After-School Activities

ZIS offers a number of different opportunities for students to improve in specialty skills. All activities begin at 4.00pm and students in most cases need to have their own transport home. Some activities have a fee attached.
Activities outside the timetable include:

- Jazz Band & Rock Band
- Football Club training
- Sporting practice & coaching (basketball, volleyball, football, touch-rugby)

Saturday Sports

ZIS offers time each Saturday morning for students in Years 2 and older to engage in sport and other activities in a fun and engaging way. Beginning at 9.00am, students need to have their own transport to school and home. Parents are welcome to join as are other members of the Zhuhai community.

In-School Activities

Primary Students in Year 1-6 take part in sessions of weekly activities. Students choose from a wide range of activities from sports to art and crafts for their Friday afternoon sessions.

PARENT INVOLVEMENT

We are always looking for ways to involve our parents in their child's learning. As such, parents are encouraged to take part in class and schoolwide events such as: field trips, house competitions, sports days, read-alouds, and celebrations of learning.

At ZIS we are also always trying to extend our students' learning into the local community. To do so we often call on parents to act as guest speakers and to share information and 'real world' learning experiences that connect to the concepts the students are exploring in the classroom.

Friends of ZIS (FoZIS) are all of us: the parents and staff at ZIS who work together to add to the life of the school. We are all members of FoZIS, and we usually meet on Fridays at 10am every 6-8 weeks, both on campus and in the city.

The goal of FoZIS is to help build school spirit and a sense of community by organizing fun events for the students (and the rest of us) to enjoy. It is a space to bring our resources and ideas together in support of ZIS.

FoZIS organizes and helps fund various activities throughout the year to benefit the school community. We all win when we work together!

If you would like to be part of the FoZIS, contact the Head of School, join the WeChat group, or discover meeting times in the school newsletter. New ideas are always welcome. Come to one meeting or come to them all - every contribution is worthwhile!

SPECIAL DAYS and EVENTS

Sundowner	An informal 'meet and greet' for parents and staff – a wonderful chance to be reunite after the summer holiday and to welcome new members to the community.
Parent Information Night	Presentations are given by the Head of School, the Head of Primary, the Head of Secondary, the Librarian, and Curriculum Coordinators. All members of the teaching staff are introduced. Q&A sessions are guaranteed!
School Photographs	Students are photographed individually and also with their class. Photographs are available through the Photography company and purchased online.
Parent / Teacher Interviews	We encourage ongoing communication between home and school and believe that the more a student's school life is connected with home, the greater relevance their learning has for them. Formal opportunities to conference at school are organized throughout the year and can either be student-led or teacher-led.
ZIS Cross Country	A family fun day. Students can compete in the fun run or in the more competitive run House event.
Week Without Walls	The whole school focuses on learning activities outside the classroom. EY to Year 4 students go on day excursions, while Year 5 to Year 13 travel away to encounter new sights and cultural experiences.
Halloween	A FoZIS run event. Students are invited to dress up and primary students join in with the organised activities.
PRC Cross Country	ZIS hosts the schools from the Pearl River Conference in a cross-country event on campus and Qi'Ao island.
Book Week / STEAM Week	Students participate in a variety of literacy activities, including dressing up. This special week alternates each year. (STEAM = Sciences, Technology, Engineering, Arts, and Mathematics)
CAS Concert	DP students invite the community to join in a charity event as part of the IB's commitment to creativity, action and service.
Winter Festival	The school hosts a special event to celebrate the wonders of Christmas – sometimes we even are treated to a visit from Santa!
Christmas Community Dinner	Secondary students plan, organize, and share a Christmas dinner for local residents.

Chinese New Year Celebrations	A whole-school event. Spend the day wandering the Chinese stalls and try some of the local culinary delights. Lion dance, fire crackers, and student sharing help us to celebrate Chinese culture.
Sports Days	Students test themselves in feats of speed, agility, and strength. Parents are welcome to come and cheer as they run, jump and throw themselves in to this fun celebration of sport.
DP Art Exhibition	A time for the whole community to celebrate the success of the DP Art students in an exhibition of their assessed art work.
Year 6 Exhibition	Community celebration of the culminating project of the Year 6 PYP students where they show off their investigation, research, and communication skills.
International Day	A FoZIS event. The school community invites you to join us in a celebration of our diversity and international mindedness.
School Production	A celebration of the Arts culminating in the school production.
EY/Primary Awards Day	An opportunity to recognize the achievements of the PYP students.
Reception & Year 6 Graduation	Celebrate the transitions of the Reception and Year 6 students as they reach a milestone in their learning journey
Secondary Awards Night	Secondary students are recognized for their accomplishments through the Year 13 Graduation and Awards Ceremony.

Photography and Videos

Parents and guests are requested to help us protect the privacy of our students by not taking photos or videos of students while on campus.

ZIS produces documents and advertising involving our learning environments and the students in them. Additionally, student work may be published for training and promotional purposes by the school and/or by the IBO. Should you wish to exclude your child's image or their work from any publications, please inform the school.

Field Trips

Parents will be notified of off-campus field trips in advance. For excursions that involve one or more overnight stays special permission from parents will be requested. For all simpler trips, the permission given at point of admission will suffice. Parents are often invited to join these trips - we hope to have your support and the pleasure of your company!

ADDITIONAL INFORMATION

Academic Honesty

Academic Honesty is a serious consideration within IB schools and at ZIS. It is relevant across all three programs. Academic honesty means ensuring that the student's work is authentic based on his or her own ideas, language and expression.

The IB defines malpractice as behaviour that results in, or may result in, the student gaining an unfair advantage. Malpractice includes plagiarism of language when writing assessments, to fabricating data for labs, to copying works of art for visual arts, to cheating on exams.

The two most common types of malpractice are plagiarism and collusion:

- Plagiarism is when the student represents the ideas or work of another as their own. In some cases, plagiarism is not always a deliberate attempt by a student to present ideas as their own but rather they are unaware of how or when to acknowledge sources.
- Collusion is when the student supports malpractice by another student, for example, allowing their work to be copied.

The school ensures students are taught in all levels, the importance of citing sources correctly. Subject-specific skills required for good academic practice are routinely reviewed in subject areas throughout the programme. Students receive guidance on the skills of academic writing in a structured manner.

Through the essential agreement for Assessment Tasks, students understand the consequences of being found guilty of malpractice. Teachers promote academic honesty throughout the school.

The IB has the right to refuse any student, their MYP certificate or Diploma if they are found guilty of academic honesty malpractice. This also can occur retroactively.

Admissions and Exit Procedures

Admissions

In order to ensure that ZIS can adequately provide for students, the school's admissions office follows specific procedures. In EY and Primary, a trial day is set up to allow teachers to observe the child. Special attention is placed on social-emotional needs, potential learning needs and English proficiency.

In Secondary, students are invited in for a formal assessment of math and literacy, to determine their level. Students in years 10-13 are not accepted if their English proficiency is not at a level that allows them to access the curriculum.

Students are interviewed by the Head of Learning Services to allow for a chance to observe the student socially as well as determine ability to communicate in English. The acceptance outlines conditions of acceptance, specifically related to English proficiency.

Exit Procedures

The School Office surveys families in March for their intent to return the following academic year.

At any other time, families are asked to notify the Student and Teacher Affairs Director of departure dates. In the weeks before a student departs, the Head of Section will initiate the clearing procedure to check that school materials are returned in good condition and that any requests for further school documentation are finalized. The school requires a minimum of one week's notice for a reference letter and 72 hour notice for a record of attendance. Early notice ensures a smooth transition and is greatly appreciated.

Bus Transportation

ZIS offers an optional bus transportation service provided by an external bus company to parents. While ZIS helps to facilitate the arrangements, the ZIS board, administration, and staff are not subject to any liability whatsoever arising from the family's use of the bus service.

1. Transportation plans take time to arrange and early notice is appreciated. During the early stages of the year, adjustments will be made, including changes from original bus routes, in order to improve service. We do our best to accommodate all requests and appreciate your patience in all cases.
2. Transportation is available to students living along established routes. For students who live beyond these routes, the transportation coordinator will coordinate a pick up / drop off point along the school bus route.
3. To ensure a timely arrival to school, arrive to pick up locations in advance of collection time. For all pickups, bus drivers will wait two minutes for students and then depart in order to get to school on time. For drop-offs it is the parents' responsibility to be there to meet the student or to train the student in how to get home on his/her own.
4. Delays may occur because of traffic and other natural hindrances, but this does not constitute ZIS' or the transport company's failure to fulfill its obligation.
5. The school and transport company will arrange routes that do not require the child's departing the house at an unreasonable hour. The order of pick up will be determined by the best interests of all students on the route.
6. Only students for whom a contract of services has been issued may ride the bus.
7. ZIS must be notified in writing of any changes to the normal transport routine. If parents wish to alter pick up or drop off for a special occasion or activity, they must notify the school office in writing 24 hours in advance. When a student is to be absent, parents should contact the school as soon as possible.
8. Failure to comply with bus rules may result in disciplinary action, and in serious or repeated cases of misbehavior, with the student's bus service being terminated.

ARE YOU READY?

- ☑ excited and enthusiastic about learning
- ☑ intellectually inquisitive and creative
- ☑ self-motivated, mature, and self-disciplined
- ☑ seeking high academic challenges
- ☑ respectful of the views and traditions of other cultures
- ☑ confident in exploring new ideas
- ☑ fluent in written and oral communication
- ☑ an independent, critical thinker
- ☑ supported and encouraged by parents/guardians
- ☑ goal oriented
- ☑ an exemplary student in both attendance and discipline
- ☑ a risk taker and goal oriented
- ☑ committed to school and community activities
- ☑ an efficient time manager
- ☑ applying to a major college or university
- ☑ proficient in math
- ☑ developing strong study habits and organizational skills
- ☑ an avid reader
- ☑ desiring to explore intellectual activities with students having similar interests

APPENDIX 1:

ESSENTIAL AGREEMENT WHEN TRAVELLING ON A SCHOOL BUS

ZIS has a commitment to ensuring the safety of students at all times – including travel on buses to and from school and to and from sporting fixtures or excursions.

Students have the right to travel in an environment that is clean, quiet and safe. In order to protect these rights, students must uphold their responsibilities to their fellow travelers and their school.

Students travelling on a school bus will:

- Arrive 2-3 minutes **before** the bus is due to depart in the morning and go promptly to the bus at the end of the day when released from class
- Address the bus monitor and bus driver politely and formally at all times
- Follow all directions given by the bus driver, bus monitor or any staff member in the school
- Sit in the seat designated by the bus monitor
- Wear the seat belt at all times when on the bus and stay seated at all times when the bus is in motion
- Board and exit the bus in an orderly and safe manner
- Keep aisles, steps and empty seats free from obstructions
- Remember to take all belongings with them at the end of every journey
- Respect the person and property of other travellers and not touch or interfere with them
- Do not eat, drink, graffiti, litter, or chew gum during the journey
- Act responsibly at all times and keep noise to a minimum to avoid distracting the driver
- Not open the window(s) without the bus monitor's permission
- Not throw anything out of the bus

Any student who is unable to abide by the bus agreement will be counselled by the Head of Secondary or the Head of Primary (Primary and Early Years). If the poor behaviour continues, the student will be removed from the bus for an appropriate period of time. Parents will be advised in writing if this action is necessary and they will need to find alternative transport to school.

Please note that it is imperative that students get to their bus stop BEFORE the scheduled departure time. The bus monitors have been told NOT to wait for students as this only adds to the travel time when the bus gets caught in traffic. Parents will be advised by telephone and will need to arrange alternative arrangements.

APPENDIX 2:

ESSENTIAL AGREEMENT FOR UNIFORM AT SCHOOL

ZIS provides each student with one warm weather and one cool weather uniform each school year. They are also provided with a PE uniform and a House sports shirt in the appropriate House colour annually.

To complete the uniform, students are expected to also wear:

- NAVY or WHITE socks
- BLACK shoes (or nearly black) for everyday use with the formal uniform
- Trainers or running shoes with adequate support for PE and sport lessons.

Students are required to adhere to the following additional guidelines:

- No more than two pairs of earrings in each ear
- Clean shaven
- No facial piercings or visible tattoos
- Minimal jewelry
- PE uniform to be worn during ALL PE and sport lessons

All DP students have a choice in addition to the guidelines shown above. DP students may wear the school uniform or smart-casual clothing.

Smart-casual clothing includes:

- a shirt with a collar
- a neat pair of trousers OR
- a neat pair of shorts (near the knee) OR
- a neat skirt (near the knee) OR
- a neat dress.

DP students are not to wear blue denim or sports clothing.

Parents will be notified of uniform related issues and their support requested.

APPENDIX 3:

ESSENTIAL AGREEMENT FOR TECHNOLOGY AT SCHOOL

Students are entrusted with access to both the school Network and the Internet.

With all technology, keep these four guidelines in mind:

- ☐ Take care of Yourself: stay balanced and stay safe online
- ☐ Take care of Each Other: think about what you say and post
- ☐ Take care of Your Tech: make sure it's safe and ready to use
- ☐ Take care of Our Tech: keep it in good shape for everyone

All technology use on campus is to be dedicated to educational purposes. Our obligations to ourselves, each other, and our school when using technology extends beyond campus as well as we must always be positive digital citizens.

In order to use the IT resources at ZIS, students agree to:

- Only use the Network and Internet for school related work
- Not use the Network for accessing any social media
- Never knowingly access inappropriate web sites
- Only use my device when instructed by the teacher or in approved areas
- Never try to put executable programs (games or otherwise) on to the network.
- Never knowingly alter any system settings
- Never disconnect or tamper with a laptop or workstation or any of its component parts
- Never send inappropriate emails or messages

MOBILE PHONES and OTHER PORTABLE TECH

Mobile phones and other portable technology have fast become a normal part of everyday life. If they are to be utilized in school, they MUST adhere to the certain rules and regulations.

Students should:

- keep devices powered OFF when on campus
- only use the device with the direct permission of the teacher and use in the full view of everyone
- not take recordings or photographs without the express permission of both the teacher and the people involved
- not use devices as communication devices without permission. This includes calling, chatting, conferencing or any other communication
- be mindful of the content when using the mobile phone on the bus and adhere to the same rules as if it was any other device

Students may have their devices on their person during the school day in order to use them when permission is granted. The school will not be held responsible for loss or damage to the device if it is on the student's person when it occurs. Students can expect to have their devices removed from their person if they are not meeting their responsibilities. Their devices will be locked in a safe place until the end of the day.

Continued or ongoing misconduct will result in disciplinary action and potential banning of that device at school for a period of time. Parents will be notified of any and all infractions with regards to technology.

Should expectations not be met:

- A warning in writing will be issued
- Access privileges will be temporarily suspended while the breach is investigated
  Any subsequent breaches will result in a long term or permanent suspension of access to the Network/Internet or mobile

APPENDIX 4:

ESSENTIAL AGREEMENT FOR BEHAVIOUR AT SCHOOL

We believe that part of our duty as a learning community it to teach and learn appropriate behaviour. The ten attributes of the IB Learner Profile set a benchmark for behaviour expectations at ZIS and improper behaviour is evidence of a skill that still needs to be learned. We believe that as a school we are ideally placed to teach these skills with the support of parents and the participation of students.

1. ZIS believes students have three fundamental rights:

   - ☑ The right to feel safe
   - ☑ The right to learn
   - ☑ The right to be treated with dignity and respect

2. Behaviour that imposes on another person's rights will be addressed.

3. When behaviour does not align with expectations, students will be guided in discussion and reflection on their actions. This reflection may be verbal or written.

4. Major behaviour issues may require intervention from the Head of Secondary and parents will be informed.

5. In all cases, students have the right to have their voice heard and to receive impartial and just consequences.

6. Students who continue to display poor choices with regards to their behaviour will be supported within a parent-teacher-student system with clear expectations at each stage.

7. ZIS provides a positive framework to celebrate and recognise students who exhibit positive behaviour and personal growth.

Any and all correction of students should be summed up by the four C's:

Care, Consistency, Choice and Calm

Students need to know that they are cared for as individuals and that sometimes they can just have an "off day" and that if mutual respect is maintained they can move forward from the infraction with dignity.

High expectations in behaviour and work ethic are maintained across all teaching areas with consistency. If a student chooses not to meet these expectations, the consequences are also consistent. The consequence of continued poor choices or failure to meet their responsibilities should be made clear to the student at all times.

In all circumstances, a calm and respectful approach to equipping the students for success in all areas of their social, emotional, physical, and intellectual development.

What is a Behavioural incident?

- ✓ Verbal or non-verbal defiance
- ✓ Rudeness
- ✓ Disobedience
- ✓ Failure to comply
- ✓ Failure to follow instructions
- ✓ Interference with another student's work, belonging or physical person
- ✓ Bullying

Incidents may be classified as minor, medium or serious in nature.

Minor Infringements - include those listed above as well as infringements against the homework/assessment expectations. Minor infringements also include where students are unprepared for class or are late to class.

Students should expect to be given three opportunities to reflect on their behaviour before any escalation of consequences.

Medium Infringements – sustained minor infringements or when interventions are falling short of expectations are recognized as medium in nature. In general, where a pattern of behaviour is developing, students will be required to meet with a Head of Section. Interventions and remediation will depend on the individual circumstances and will focus on skill development and the restoration of relationships.

Serious Infringements - include any behaviour that contradicts the three core rights. These may involve internal or external suspensions and will always involve the Head of School.

Parents can expect to be involved in any medium or serious infringements but not necessarily in minor ones.

Possible consequences include:

Internal suspension

- Supervised by Head of Secondary
- Students will not attend class, breaks, or lunch with peers. Class work is done in office under supervision.

Behaviour Monitoring Card
Students with ongoing issues or issues that are not confined to one area may be issued with a tracking card which will need to be filled in each day by the student and their classroom teachers.

This system will provide opportunities for immediate feedback to students with regards to their ongoing behaviour. Ongoing communication between home and school will be maintained on the card and additional support in the form of regular counselling may be necessary.

External Suspension and **Expulsion** will also be considered where necessary.

APPENDIX 5:

ESSENTIAL AGREEMENT FOR ASSESSMENT TASKS

Assessment of student knowledge and skills is completed in two ways:

- Formative – such as homework tasks, classroom activities and extension activities
- Summative – such as topic tests, exams, investigations, real-life problem solving

The expectation is that every student completes ALL set tasks whether they be formative or summative in the given time period to the best of the student's individual ability.

Homework
Secondary students can expect to be given homework at regular intervals from any of their subjects. Homework is designed to be activities supportive of classroom learning. It may be in the form of pre-reading, research, skills practice or study preparation.

Teachers have a responsibility to ensure that the homework is:

- relevant
- able to be completed in the time frame
- able to be completed by all students (level of difficulty may be altered to suit student needs)

Parents have a responsibility to:

- support students in completing tasks on time
- advise the teacher in writing if a student is unable to complete a set task
- advise the teacher if the level of difficulty is too great
- advise the Head of Secondary if the volume of homework tasks is burdensome

Students have a responsibility to:

- record the task and due date in their planner – even if the teacher puts it on ManageBac.
- communicate with the teacher in advance if circumstances will keep them from completing the homework.
- give the assessment their investment to produce their best work.

A student who does not complete a set task (class work or Homework), without a written explanation from parents/guardians will receive a warning and be asked to complete the task during their break.

After three instances, students will engage in discussion with the Head of Secondary and parents to find a solution.

Summative Assessment in Secondary
Students across the school are taught to manage their school work according to scheduled dates and times. Students are expected to submit assignments by the due date.

Secondary students who do not meet deadlines for summative tasks will be required to meet with the Head of Secondary. A mutually agreed timeline will be set for completing the task.

Parents will be informed via email in these events.

Teachers have a responsibility to ensure:

- the task is included in the unit planner on Managebac
- the task has been added to the student calendar on Managebac
- the task is appropriate and relevant

- the complete details of the assessment available to the students
- that students have adequate support in terms of scaffolding, rubrics and content delivery

Parents have a responsibility to:

- support students in completing tasks on time
- advise the teacher in writing if a student is unable to complete a set task
- advise the teacher if the student needs greater support
- advise the Head of Secondary if the volume of tasks is burdensome

Students have a responsibility to:

- record the assessment and due date in their planner – even if the teacher puts it on ManageBac.
- communicate with the teacher in advance if circumstances will keep them from completing the assignment.
- give the assessment their investment to produce their best work.

Academic Honesty

Academic honesty pertains to all student work, whether it is formative or summative. When completing a summative assessment:

- Topic Tests and Formal exams – students sitting assessment tasks under exam conditions should ensure work is not shared with others or copied from others. No notes are taken into the exam room unless directed by the teacher.
- Take-home assessment tasks – students should ensure that they cite all references accurately and include a bibliography.

Any student deemed handing in work that is not their own or is not appropriately referenced will be counselled by the subject teacher and appropriate sanctions will be given. In Secondary, further issues will result in a meeting with the Head of Secondary, parents will be informed in writing of the incident and the student may receive a zero (0) for the task. Further instances will result in internal suspension.

NOTES:

STUDENT-PARENT HANDBOOK

Primary Years Programme

Middle Years Programme

Diploma Programme

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