



UNITED LISBON
INTERNATIONAL SCHOOL
**PRIMARY STUDENT AND PARENT
HANDBOOK**

2023-2024

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WELCOME

Welcome to United Lisbon International School

At United Lisbon International School, our vision is centered on nurturing and motivating the next generation towards a sustainable future. As a multicultural school, we offer rigorous academic curricula, placing significant emphasis on fostering the essential skills and values that children will require to navigate and thrive in our evolving global landscape. Our mission is to embolden and motivate our students to contribute to a world that is both sustainable and just.

The role of parents in the educational journey is invaluable. The holistic growth and scholastic triumphs of students can be significantly boosted with their active involvement. Our dedicated educators are genuinely invested in each student's learning experience and work hand-in-hand with parents to ensure success.

United Lisbon is elated to introduce a forward-thinking approach to education. We are a community of eager learners and seasoned educators, where students can pursue their interests through innovative approaches.

We eagerly await the numerous interactions we will have during our events throughout the year, providing enriching experiences for both students and parents.

On behalf of our skilled and seasoned faculty, I warmly welcome you to our school. May the upcoming academic year at United Lisbon International School be both fulfilling and intellectually stimulating for all.

Monica Lee

Primary Principal

UNITED LISBON INTERNATIONAL SCHOOL

Vision Statement

To empower and inspire the young generation for a sustainable world.

Mission Statement

United Lisbon International School (ULIS) provides rigorous academic programmes, with a strong focus on the skills and values our children will need to be successful in tomorrow's world, the 21st century and beyond, as well as its commitment to the purpose of a sustainable and equitable world. Our modern pedagogy creates a student-centred learning environment that instils relevant skills through guided-enquiry, collaborative learning, and the seamless integration of technology, to strengthen and further personalise the learning experience of each individual student.

In an increasingly mobile and diverse world, blind adherence to traditional values and approaches to dealing with issues and challenges tends to limit the necessary collaboration to solve the problems facing mankind.

Recognizing this, ULIS seeks to help the next generations through action and attitudes become **global citizens** who:

- Understand that multiple belief systems have value and can contribute to more sustainable solutions to world issues.
- Are willing to listen, collaborate and cooperate with others and consider their viewpoints regardless of ethnic origin or nationality to find solutions.
- Feel comfortable in voicing their opinions and taking action.
- Demonstrate respect for others despite differences.
- Develop a habit of life-long learning, and the skills to explore new ideas.
- Think critically to solve problems and reflect on their own learning and decision making.
- Demonstrate confidence in approaching new and unique situations.
- Understand and express ideas clearly and confidently in a variety of modalities.
- Communicate in at least two languages.

GRADUATE PROFILE

Curiosity & creativity

Develop a habit of lifelong learning and the skills to explore new ideas
Think critically and be creative in their problem solving whilst reflecting on their own learning and decision making
Demonstrate confidence in approaching new and unique situations

Effective communication

Understand and express ideas clearly and confidently in a variety of modalities
Communicate in at least two languages
Listen, cooperate and collaborate with others

Compassion & care

Respect themselves and others regardless of background, ethnicity, gender or religion
Take responsibility for and demonstrate integrity in their interactions with others
Actively serve the local and global community

A sense of community & context

Understand and appreciate their own cultural background
Demonstrate global mindedness and their responsibility to the global community
Seek justice and fairness for others worldwide

CORE VALUES

We succeed with...

Heart: We act with courage, care about purpose, people, and community

Vision: We think forward, we are curious and challenge the status quo

Integrity: We are guided by values, we have respect and feel responsible for society and the environment

Grit: We tackle each challenge as an opportunity to grow with positive perseverance and determination

We build on...

Knowledge: We know and understand cultures, languages, numbers, sciences and technology

Ingenuity: We solve new or existing problems with method, critical thinking and creativity

Collaboration: We reach our goals together; good communication is key

HIGH-QUALITY LEARNING

ULIS believes that more than content knowledge is needed to enable students to succeed and excel in an increasingly diverse world. For our education to matter tomorrow, we must bring together long-established educational programs with innovative approaches to prepare our students for their journey into the 21st century - fieldwork education and international baccalaureate organisation. As innovation is continuous, we forge partnerships with these organizations to shape education's future and enrich our students' learning experiences. Through this lens, learning becomes student-centred and is supported by an active and engaging process through various activities.

Our definition

High-quality learning focuses on developing globally competent learners that incorporate international, personal, and subject goals. Learning is holistic in approach, well-balanced, uses researched good teaching practices and progressive pedagogy. Learner-enriched, meaningful, connected experiences that embrace assessment for improving learning and incorporate learner reflection. Technology is enhanced and integrated with a focus on developing student well-being alongside digital citizens. **High-quality Learning is further enhanced through:**

Progressive pedagogy: curricula implemented in the school (IBDP, IMYC, IPC and IEYC) are influenced by a variety of learning theories which promote progressive pedagogy. Brain based learning – the process of facilitating learning. Constructivism – interaction with physical and social environment an essential element in learning. Experiential and active learning as a positive approach to learning. Metacognition – facilitating learner reflection to improve learning. International mindedness – personal learning goals and learner profile encourage the development of global citizens and encourage global awareness, multicultural literacy and humanitarianism.

Flexible approaches to learning: Students are exposed to different learning activities, from small group collaboration, individual research, to discussion forums and lectures. In designing and re-designing our learning spaces, we ensure classrooms, learning hubs, labs, maker spaces support and engage students in their learning activities. We take advantage of our school's location as an added advantage to create field trip opportunities in collaboration with the wider community.

Integrating new technologies: Technology is part of our lives and needs to be an integral part of the learning process. We purposefully design how technology impacts the learning process at ULIS: enabling individual learning pathways; enriching learning through global interconnectedness and seamless communication; and instilling new skills and values such as for digital literacy and citizenship.

School culture is further marked by

A spirit of innovation;

Varied and flexible learning places designed to support student-centred instruction:

A high level of collaboration between peers and across constituent groups, keeping student learning as the primary focus;

An open, welcoming and safe environment for all community members;

Open sharing of ideas, and collegial dialog and problem solving;

A spirit of life-long learning; we are first and foremost a community of learners and Educators.

NORMS OF INTERACTION

Regardless of a person's role in the greater ULIS community, all members agree base their interaction with others upon **RESPECT** for:

Self

Others

Learning

Environment

Leadership / Authority

Indicators of **respect for self** include, but are not limited to:

- use of appropriate personal hygiene
- dress in a manner conducive to student learning and concentration, while being able to express individual character
- eat well, sleep well, exercise for fitness and long-term health
- remain free of drugs, alcohol, and tobacco when on campus or attending school events
- present their best efforts at all times

Indicators of **respect for others** include, but are not limited to:

- listen when others are speaking
- offer positive support and comments to other community members
- help others when they perceive help is needed
- welcome newcomers and include them in school events and activities
- show caring for people of all nationalities, races, genders and religions
- request others to cease disrespectful interactions with others

Indicators of **respect for learning** include, but are not limited to:

- avoid disruption of the learning process participate in the education of the whole child
- support a wide range of activities and options for students instructional and co-curricular
- complete assignments, responsibilities and tasks in a timely manner

Indicators of **respect for environment** include, but are not limited to:

- use resources wisely
- maintain cleanliness of the immediate environment
- treat both the local and global communities as if they were their own
- remind others of their role in maintaining global sustainability

Indicators of **respect for leadership and authority** include, but are not limited to:

- support for other members of the school community when they are in leadership roles
- seek consensus when addressing issues or resolving disagreements
- remain respectful interaction with and treatment of others even when in disagreement
- keep the well-being and education of students at the centre of decision-making

SCHOOL CALENDAR

September 2023

Mo	Tu	We	Th	Fr	Sa	Su
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

December 2023

Mo	Tu	We	Th	Fr	Sa	Su
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March 2024

Mo	Tu	We	Th	Fr	Sa	Su
26	27	28	29	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2024

Mo	Tu	We	Th	Fr	Sa	Su
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023

Mo	Tu	We	Th	Fr	Sa	Su
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

January 2024

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

April 2024

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

July 2024

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

November 2023

Mo	Tu	We	Th	Fr	Sa	Su
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

February 2024

Mo	Tu	We	Th	Fr	Sa	Su
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	1	2	3

May 2024

Mo	Tu	We	Th	Fr	Sa	Su
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

August 2024

Mo	Tu	We	Th	Fr	Sa	Su
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

LEGEND

School In Session

Beginning of Semester

First day of school - New students

Parents - Teachers Conferences

Portuguese Holidays

School Holidays

First day of school - Returning students

ACADEMIC PROGRAM

Curriculum Standards

ULIS has curriculum standards to support the International Early Years Curriculum (IEYC) and International Primary Curriculum (IPC) curricular frameworks. ULIS uses the following standards to further clarify the critical and age-appropriate knowledge, skills, and concepts that students will learn in each subject area.

English Language Arts (ELA) <ul style="list-style-type: none">• Common Core State Standards (CCSS)• Reading & Writing• Speaking & Listening• Language	World Languages <ul style="list-style-type: none">• American Council on the Teaching of Foreign Languages Standards (ACTFL)	Mathematics <ul style="list-style-type: none">• Common Core State Standards (CCSS)• Standards of Mathematical Practices• K-5 Standards
Science <ul style="list-style-type: none">• Next Generation Science Standards (NGSS)	Social Studies <ul style="list-style-type: none">• Career, College and Civic Life Standards (C3)	Physical Education (PE) <ul style="list-style-type: none">• Portuguese National Standards
Visual and Performing Arts (Music and Art) <ul style="list-style-type: none">• National Core Arts	Technology <ul style="list-style-type: none">• International Society for Technology in Education (ISTE)	Community Service School-based program (Embrace)

International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC)

This year, ULIS will collaborate with Fieldwork Education to launch the IEYC and IPC in early years and primary. Fieldwork Education provides international curriculum and professional learning to schools and teachers around the world. This organization works with more than 15,000 teachers, in over 1000 schools, in over 90 countries globally.

The IEYC uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development. The IEYC is centered around four learning strands that underpin all learning and development. These strands are: independence and interdependence, communicating, enquiring, and healthy-living and physical well-being.

The IPC is committed to the holistic development of learners through enjoyable academic, personal and international learning that prepares them for opportunities and challenges now and in the future. The Learning Goals define what learners are expected to

know, what they should be able to do and the understanding that they will develop through learning. The Learning Goals are organised into the following three unique but connected sections: subject-based, international and personal.

At ULIS we provide many club activities, such as sports, arts, music and technology-related, and we always seek to strengthen and add to these. These activities start at 3:45 p.m. and participation is voluntary, but we expect and hope that all ULIS students will participate in the experiences organised by the school beyond the classroom. Activities organised as part of the Clubs and The Academy are announced at the beginning of the semester and vary throughout the year. There are no assessments/grades attached to these activities but after signing up for any of them, commitment and regular attendance are expected from the students. Please consult the [General Information Handbook](#) for more information.

LANGUAGE LEARNING

At ULIS we believe that language plays a central role in all learning across the curriculum and that it develops through meaningful and purposeful use. We realize that language is neither learned sequentially nor follows a strict pattern. It is learned by using and exploring language in its many forms, and it is best acquired in context in a positive and supportive, yet challenging and motivating, environment. We feel strongly that it enhances students' flexibility of mind, supports conceptual development, and develops analytical and creative thinking skills. Language fosters an awareness and understanding of the perspective of people from other cultures and one's own culture. It also helps to develop internationally minded learners.

Language learning should be relevant, engaging, challenging, and significant. It is a social act dependent on its environment and context. One of our goals at ULIS is for every student to be grounded in two or more languages.

Students vary in their ability to learn a language, and they acquire language at different rates. ULIS will support students throughout the learning process regardless of their language proficiency level. We believe that differentiation is one of the fundamental processes in the teaching and learning of language, as it will help deepen student understanding and increase proficiency. Finally, we believe that language acquisition occurs along a continuum and that everyone must be allowed to progress at their own rate.

We believe:

- All teachers at ULIS are teachers of language.
- Language is central to all learning; intellectual, social-emotional development, sense of self, and cultural identity.
- In a balanced approach to literacy.
- Home language development promotes successful academic, social-emotional, and cognitive development.
- Learning additional languages is a valuable tool for learning and for building connections.
- Home-school partnerships support both home language and additional language development.
- In providing access to literature and media in multiple languages.
- In the importance of developing knowledge of the culture and language of our host country.

Additional Languages

At ULIS we believe that learning an additional language is a valuable skill that enriches personal development and helps facilitate international mindedness. All students will have the opportunity to learn a language in addition to English, including the host country language of Portuguese. We believe that learning an additional language is best achieved through additive bilingualism, where the development of an additional language supports the development of the first language. We also realize that not all students will achieve academic proficiency in all languages, but we will continually strive toward this goal.

All students from Grade 1 take Portuguese classes during the week to acquire and learn Portuguese as either a home language or an additional language. The Portuguese classes are differentiated into three streams: Portuguese A (native) and Portuguese as an additional language, 1 and 2. Based on students' language levels, students receive targeted instruction at their current levels of functioning.

Since all teachers at ULIS are considered language teachers, we work to promote consistency of language instruction by developing all teachers' ability to provide an enriching language environment that continually scaffolds and supports all language learners. Students in Early Childhood will be exposed to Portuguese through music, dance, movement, and literature.

Support for Language Learning

At ULIS, our student population represents a rich variety of nations, languages, and cultural backgrounds. We believe that students identified as needing English language support need to be in the mainstream classroom as much as possible to facilitate both English acquisition and equitable access to the curriculum. Therefore, we use an approach known as the Sheltered-Immersion Model, where students attend the same classes as native or near-native speakers of English.

Non-native English language students in need of more intensive language support may also be placed into the Intensive English Program to further facilitate academic achievement.

We offer support for English Language Learners.

Home Language

At ULIS, we believe that a learner's home language is the linguistic foundation upon which other language acquisition is built. Home language is crucial for cognitive and cultural identity development. It is also a strong predictor of long-term academic achievement, including the acquisition of additional languages. Finally, everyone's home language adds to the cultural and linguistic diversity of our school.

Home language development is supported and encouraged throughout the school. We believe in "Additive Bilingualism" at ULIS. We are not striving to replace the students' home language with English. Instead, we are striving to use the home language as the foundation for future language learning throughout our curriculum.

At ULIS the primary language of instruction is English, however students are encouraged to integrate their home language into their learning when it is the best means for effectively conveying their thinking and/or understanding. The use of home language as a scaffold not only deepens students' conceptual understandings but also increases their language proficiencies.

Proficiency in the home language is an important factor in acquiring proficiency in an additional language. For this reason, all students' home language ability should be promoted and continually improved.

To continue to support the variety of home languages in our school we will:

- Maintain literature and media from multiple languages in our library collections, enabling students and staff to read and value other cultures and languages.
- Develop and maintain student language profiles to monitor and assess language learning.

HOMEWORK IN PRIMARY

Home assignments are your child's responsibility. Ensure you are available to help and answer questions when they need, however ensure that they do their work. We ask all parents/ guardians to refrain from doing their children's homework. If you feel your child is not managing his or her responsibilities well, please contact your child's teacher. Parent/ guardians support is a critical factor in a child's academic achievement. Following are some simple suggestions as to how you can be the most effective support when it's homework time.

Homework Philosophy

<p>Area: Provide a quiet, well-lit area for your child to do his/her assignment. This area should feel comfortable and always be available at homework time.</p> <p>Routine: Establish a daily time for homework. If there are no homework assignments, all students should use the time for reading. This routine helps establish a commitment to the entire academic process.</p> <p>Tools: Provide tools for doing home assignments: pencils, pens, paper, a dictionary. A desk or tabletop makes the best place to do homework.</p>	<p>The purpose of homework is to:</p> <ul style="list-style-type: none"> • Practice, reinforce, and apply skills and concepts taught in class. • Serve as valuable information or communication between the school and the family. • Foster positive attitudes, self-discipline, and responsibility towards learning. 	<p>The nature of homework is to:</p> <ul style="list-style-type: none"> • Be achievable by all students. • Be developmentally appropriate. • Reinforce concepts taught in class and not be new material. • Be meaningful, personal, and challenging. • Provide another form of informal assessment to enable the teacher to tailor instruction to individual or class needs.
<p>Teacher's responsibility is to:</p> <ul style="list-style-type: none"> • Provide feedback. • Inform students and parent/ guardians of homework procedures for each grade level. • Promote homework as a valuable tool for student self-responsibility and organization. • Kindergarten students are expected to read with their parent/ guardians. • Assigned homework is approximately 10 minutes per grade level (i.e., Grade 1x10 min=10 min). • Organize age appropriate reading expectations. 	<p>At home student's responsibility for homework is to:</p> <ul style="list-style-type: none"> • Complete homework to the best of their ability, aiming for accurate, tidy, well organized, and legible work. • Communicate with teachers about homework concerns. • Share a book with a family member every night (Early Childhood). 	<p>Parents'/guardians' responsibility for homework is to:</p> <ul style="list-style-type: none"> • Provide a suitable study atmosphere that is quiet and well-lit. • Provide help, encouragement, and praise. • Give positive and constructive feedback. • Assist children to make connections between classroom lessons and their home life. • Read for at least 20 to 30 minutes every night

ASSESSMENT AND REPORTING

At ULIS, the purpose of assessment is to communicate feedback about student learning in order to inspire innovative teaching and learning. We believe authentic, personalized, and continuous assessment encourages students to apply their learning and fulfil their potential in a transforming world.

During the school year, home-school connection will be strengthened by providing you and your child feedback about his/her growth and development in school.

Reporting and Conferencing

Reporting and conferencing practices at ULIS support the following philosophy statements:

- Communication with parent/ guardians regarding student progress occurs regularly.
- Written student reports summarize the most recent performance and reference evidence gathered to support proficiency levels.

Reporting on student progress focuses on what they know, understand, can do and feel about their learning is shared with families through:

Written reports – These reports reflect the summative records of the student's progress. There will be two semester reports that will be issued during the school year which will be shared on Seesaw. Once available, parent/ guardians can download a digital copy of the reports at any time.

Conferences – Throughout the year and depending on the age group, various conferences will take place. Please take note of the dates which will be shared in school news and emails. Although these special days are important, they should in no way limit conferences between teachers and parent/ guardians whenever there is a need to communicate. **Types of conference include:**

- Back to school presentations at the start of the year to learn more about expectations within the class.
- In-take conferences for primary students at the beginning of the year
- Communication at the start of the year for you to learn how your child is settling into the new year and some observations from the teacher.
- Three-way conferences that allow you and your child to reflect and set some goals.
- Student-led conferences which allow your child to showcase academic involvement and successes.
- Telephone/email conferences as a quick check on a child status or to clarify communication.
- Problem-solving conferences to address specific problems or serious concerns. These are scheduled to ensure that the teacher, parent/ guardians and student have sufficient time to address the issues arising thoroughly.

Portfolio – Primary students use Seesaw as their platform for highlighting their learning.

Parent/ guardians can view and comment on their child's portfolio posts. We ask that parent/ guardians provide positive and encouraging feedback to support their child's documentation of learning. Feedback to your child can be in your home language.

Academic Dishonesty

ULIS aims to empower and inspire the young generation to use information ethically and value the work of others. Academic integrity means being trustworthy and responsible in all academic work, creating and expressing one's own ideas and acknowledging the intellectual contributions of others. Academic integrity is a fundamental aspect of our core values. The teacher has the responsibility and the authority to determine when, in his/her professional judgment, when a lack of academic integrity has occurred.

Lack of academic integrity, such as cheating or plagiarism, will be met with corrective measures to ensure that the student learns from their mistake. The consequences for academic dishonesty may entail the attribution of a mark of “zero” on the assignment, a meeting with the teacher and parents/ guardians. Repetitive instances will result in the attribution of a mark of “zero” on the assignment, meeting with the school coordinator, and the enforcement of disciplinary measures. Any instances of academic dishonesty beyond this can lead to longer suspension and potential removal from school.

TECHNOLOGY RIGHTS AND RESPONSIBILITIES

School devices are provided to support student learning that extends beyond the classroom. All students are expected to use these devices in a respectful and appropriate manner. Students must follow the instructions of the teacher concerning technology in the classroom. Positive choices and academic honesty expectations are always expected. More information regarding use of technology at the school can be found in the [ULIS Responsible Use Agreement for Internet and Other Electronic Resources](#), please consult the agreement the [Appendix](#) section.

ULIS aims to empower and inspire the young generation to use information ethically and value the work of others. Academic Integrity means being trustworthy and responsible in all academic work, creating and expressing one's own ideas and acknowledging the intellectual contributions of others. Academic Integrity is a fundamental aspect of integrity, which is part of our core values. The teacher has the responsibility and the authority to determine when, in his/her professional judgment, malpractice has occurred and will inform relevant parties of misuse of technology where this has been established.

DISCIPLINE IN PRIMARY

At the Primary level, we aim to provide a safe and comfortable environment conducive to learning for all students. Based on a whole-child approach and the principles of child development, we provide our students with opportunities to learn appropriate responses to the dilemmas and conflicts that arise in life. Resources in place to facilitate student growth in the personal and social domain include a school-wide focus on respect and kindness supported by the human commonalities, a guidance curriculum focused on being proactive and preventative toward behaviors typical of Primary school students, and a knowledgeable and compassionate staff of classroom teachers, assistants, school counselors, and coordinators.

In the event of conduct disruptive to the learning of the student or to their fellow students, the homeroom teacher will guide the student toward more appropriate behaviors and will involve the parent/ guardians in this process as needed. Continued disruption to the learning environment will result in the teacher consulting with the counselor and/or administrator depending upon the type of behaviors. Students may be required to attend counseling sessions or may be directed by the administrator in an activity promoting restitution. Further infractions may involve a student support team meeting to further support the student, to consider next steps, and ensure a safe and supportive learning environment for all students.

We will consider the age and grade level of the student, as well as the gravity of the offense. Disciplinary interventions may begin with restorative chats, warnings, loss of privileges and proceed to in-school or out of school suspensions, counseling when needed, and potentially, expulsion. It should be stressed that it is expected that most discipline problems can and will be handled within the classroom. This policy is focused on dealing with discipline problems that are not able to be handled within the usual approaches.

The school is committed to the building of a strong home/school relationship in the belief that parent/ guardians are integral partners in the process of their child's personal and social growth.

ULIS affirms its position that an orderly and safe place for learning will be provided for all enrolled students and has developed policies to address student discipline. The purpose of all such policies is the progression of an education program that fosters a fair, secure, and stable environment for learning.

Student Responsibilities

As a ULIS student, you are expected to demonstrate responsible behaviour, which will:

- Develop and exhibit growth in the areas of personal responsibility for your learning, social relationships, character development, work habits, health, and safety.
- Channel your energies toward positive life-enhancing activities and relationships.
- Contribute to the positive learning environment of our international community.
- Master academic skills.
- Develop critical thinking skills, moral values, interpretive abilities, and creativity to the best of your ability.
- Recognize that student rights and responsibility go together.

Student Rights

As a ULIS student, you have the right to:

- A safe, clean, and orderly environment.
- Respect as an individual.
- Caring and qualified teachers.
- Be a participant in making decisions that affect you.
- Know what is expected of you as a student.

Along with student's rights come responsibilities. As a ULIS student, you are expected to accept certain responsibilities. Teachers and students at ULIS are responsible for modeling our Core Values in their interactions with one another. We use the Core Values to guide and reflect on our behavior and the way we approach learning. To further support responsibility and good citizenship, ULIS students are expected to adhere to specific rules. Please refer to the [General Information Handbook](#) for more details on our policy towards Bullying, Racism, Illegal Substances, Disrespect and Insubordination and related Disciplinary Procedures, as well our wider Student Support and Health Services including Counselling.

Field Trips

Class excursions are integral to the school's educational program, to enhance the curriculum and/or experience something outside the usual school environment, all students are therefore expected to participate. For students to attend, a form, permission slip or email confirmation, must be received for all off campus trips. Information about each field trip is sent home in advance to ensure parent/ guardians are fully informed.

Students are required to participate even if they have visited the destination previously, this is particularly important due shared learning during the trip and to follow-up classroom discussions and projects. Other than a medical reason or family emergency, an absence on an excursion day will be considered unexcused.

Parent/ guardians are often invited to chaperone these trips. Parents/guardians who participate as chaperones must:

- Always be with the group assigned to them.
- Ensure that what is assigned to be highlighted to their respective group is known and shared. Information and guidelines will be provided by the teacher.
- Ensure that younger siblings or other guests (relatives/visitors) are not brought to the field trip unless this has been authorised by the teacher in charge.

To ensure that our children are safe and well cared for, all employees of ULIS who work directly with students go through a police clearance and if applicable an international background check before they are employed. Parents/ guardians that plan to support an activity or accompany a fieldtrip will need to present their background check prior the event.

Cell Phones/Smart Watches

Primary students should not bring mobile phones to school. Students have access to an office phone and are able to use this with permission from their teachers. Students should not use wearable technology during school hours. Devices will be confiscated and parent/ guardians will have to come to school to pick the device up.

Electronic equipment, including mobile phones, is brought to school at the student's own risk. ULIS will not be held responsible for loss, theft, or breakage of such items under any circumstances.

Use of School Name and Logo

The use of the school's name and logo are reserved for official, school sponsored communications. Students and others are not authorized to use the school's name, logo, or other official publications and information without written authorization from the school administration.

Withdrawals

When a student plans to withdraw, parent/ guardians must inform the school in writing of the child's last day of attendance one month in advance of the tuition fee due date. This will ensure that school documents and report cards can be provided to the family upon their departure. Student records can be mailed if a forwarding address is provided. Tuition refund information is available in our [Enrolment and Tuition Policy](#) document.

Student Recommendation Request for Withdrawals

Student recommendation requests usually come from the school you are applying to and are considered confidential. If you are applying to another school, please provide the new school with the email address of our relevant school counselor and homeroom teacher who will then complete the request. Please allow two weeks for this recommendation to be completed. If an open letter of reference is required, this request should be communicated to the Head of School.

COMMUNICATION

Communication & Information Sharing

We recognise that starting or changing schools is a big event for each family. We value your partnership and trust. The goal at ULIS is to maintain open, forthright, and direct communication.

Information sharing

Managebac

Parent/ guardian access to student information is facilitated through Managebac, our new platform for student information. Through this portal you will have real-time interaction to your child's progress.

The portal will allow you to access:

- Your child's information held by ULIS (date-of-birth, medical information)
- Your own parent information held by ULIS (address, phone number, email address)
- Your child's attendance
- Your child's report card

Our teachers will send you your unique login credentials and directions for using the platform shortly after the school year begins.

Seesaw

Through Seesaw, Early Childhood teachers will post regular updates in the form of blog posts and portfolios with photos of activities students are engaged in to share the learning and growth of all students. Parents/ guardians will be able to see what students are working on in the classroom.

Parent - Teacher Conferences & Student Progress Reports

Throughout the year parents/ guardians be invited to Parent - Teacher Conferences. Progress reports will also be shared each semester.

Teachers are available for conversations and to answer any questions you may have. Should you wish to discuss a matter with a teacher please set up a meeting, discussing your child at drop-off or pick-up is discouraged.

Addressing Concerns

Parent/Guardian & School Communication

As in any human enterprise, questions, concerns, and conflicts may arise from time to time. In order to best resolve issues which arise, the school requests that parents/ guardians follow these steps:

Should you have a problem concerning the learner's overall achievement, medical or at-home complications, friends, homework, social or adjustment problems that might affect performance, the homeroom teacher should always be the first point of contact. As faculty members are committed to students during the school day, please send an email and or call the School Office to ask that the teacher return your call, if you have sent an email and would like to follow up.

If your concern is related to a specific subject, you should contact that teacher directly.

If your concern deals with school policies and procedures, programme offerings or instruction methods please contact the respective staff member.

Often issues are resolved when there is direct communication between parents/ guardians and their child's homeroom teacher. In a situation where you are not satisfied with the outcome, you can ask to meet with the grade level coordinator. In cases where a problem remains unresolved, the parent can make an appointment to meet with the head of school and then, if necessary, the general manager.

Parents/ Guardians Are Partners

At ULIS we believe that students benefit most from our programme when parents/ guardians are involved in the educational process in meaningful ways. ULIS aims to establish a strong home/school relationship with every parent in the school community. We all want what is in the best interests of the individual child.

To do this, we hope that you will support your children by:

- Setting realistic goals for their performance in every area of school life
- Monitoring their progress closely and contacting the school if problems arise
- Encouraging interest and involvement in a wide variety of activities

Support the school by:

- Reading all communications sent home in order to learn as much as possible about the school
- Taking advantage of opportunities made available to and through parent groups, school events, and programmes
- Asking questions and offering suggestions for ways to improve the school

It is our pledge to:

- Keep you informed about your child's progress and about events and activities at the school
- Continue to work to make the home-school partnership as strong as possible
- Make use of your talents and ideas whenever possible

As part of our efforts to build a partnership in the education of our students, expect frequent communications through written and oral progress reports. In addition, you will receive online updates regarding successes or concerns in your child's school life. It is also important that you keep us informed of your questions and concerns.

We welcome your presence at ULIS and we are proud of our program! If, at any time, you would like to observe a class or activity, please contact the homeroom teacher and inform the School Office in advance.

The school schedules multiple opportunities for parents/ guardians to volunteer, experience the program, as well as see their child in action over the course of the year.

In addition to this handbook please consult the [General Information Handbook](#), where you will find more information on practical matters and wider policy areas, including:

School Day	Student Personal Accident Insurance
Dress Code	Safety & Emergency Procedures
Student Arrival, Drop Off & Collection Information	School Facilities On & Off Campus
Student & Family Access Cards	Library
Extenuating Circumstances	Child Protection
Attendance	Wellbeing
After-school Activities	Counselling
Enrolment in After-school Activities	Student Support
Extended After-school Childcare	Health Services
School Materials: Textbooks, Stationary & Laptops	Academic Counselling Programme
Communication & Information Sharing	Disciplinary Procedures
School Meals & School Canteen	Bullying Prevention
School Meal Reservation	Racism
School Transportation Service	Illegal Substances
Birthdays	Academic Dishonesty
Toys	Disrespect & Insubordination
Lost & Found	

Appendix

ULIS Responsible Use Agreement for Internet and Other Electronic Resources

ULIS recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the school encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of ULIS.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, ULIS adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on ULIS owned equipment and networks or through our affiliated third-party platforms.

ULIS Rights and Responsibilities

It is the policy of the ULIS to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, ULIS recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, the school retains the following rights and recognizes the following obligations:

1. To log network use and to monitor file server space utilization by users and assumes no responsibility or liability for files deleted due to violation of file server space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to ULIS owned equipment and, specifically, to exclude those who do not abide by the school's responsible use policy or other policies governing the use of school facilities, equipment, and materials. ULIS reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in responsible use and policies governing online communications.

Staff Responsibilities

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of equipment online, shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the ULIS.
2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

User Responsibilities

1. Use of the electronic media provided by ULIS is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the this,

users agree to learn and comply with all the provisions of this policy.

Responsible Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of ULIS.
2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.
5. Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
6. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of file server hard-disk space.
7. Exhibit exemplary behaviour on the network as a representative of your school and community. Be polite!
8. From time to time, ULIS will make determinations on whether specific uses of the network are consistent with the responsible use practice.

Irresponsible Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviours are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on ULIS computers is prohibited.
10. Use of the network to access or process inappropriate material, inappropriate textfiles (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
11. The ULIS network should not be used for downloading entertainment software or other files not related to the mission and objectives of the school for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of ULIS.
12. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the guidelines established by [Creative Commons](#).
13. Use of the network for any unlawful purpose is prohibited.
14. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

17. ULIS Electronic Mail

Policy User Responsibilities

These guidelines are intended to help users make the best use of the electronic mail facilities at their disposal. Users should understand the following:

1. The school provides electronic mail to staff members and students to enable them to communicate effectively and efficiently with other members of staff, other companies, and partner organizations.
2. When using the agency's electronic mail facilities, users should comply with the following guidelines.
3. If in any doubt about an issue affecting the use of electronic mail, users should consult the IT Helpdesk.
4. Any breach of the school's Electronic Mail Policy may lead to disciplinary action.

Please note the following:

1. All electronic mail activity is monitored and logged.
2. All electronic mail coming into or leaving the organization is scanned for viruses.
3. All the content of electronic mail is scanned for offensive material.

Disclaimer:

ULIS cannot be held accountable for the information that is retrieved via the network.

1. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
2. ULIS will not be responsible for any data damages the user may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by personal negligence, errors or omissions. Use of any information obtained is at the user's own risk.
3. ULIS makes no warranties (expressed or implied) with respect to:
 - a) the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
4. ULIS reserves the right to change its policies and rules at any time.

Getting in Touch

We look forward to embarking on a wonderful journey with you and your child this school year, and our team eagerly awaits your arrival.

If you would like to talk to a member of staff or require some assistance, our teachers and administrative staff are here to help, feel free to contact us.

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