UNITED LISBON INTERNATIONAL SCHOOL

SECONDARY STUDENT AND PARENT HANDBOOK

2023-2024

TABLE OF CONTENTS

WELCOME

Dear Parents and students,

Welcome to United Lisbon International School. Our vision is to empower and inspire the young generation for a sustainable world. The Secondary school offers every young person the opportunity to develop to the highest of standards. Our modern pedagogy creates a student-centered learning ecosystem that instils relevant skills through guided-inquiry, collaborative learning, and seamless integration of technology, to strengthen and further personalize the learning experience of each individual student.

This Handbook is designed to inform you of as many aspects of school life as possible. All our staff are ambitious for every student, and we provide the ideal environment for learning achievement and personaldevelopment. The sections in this Handbook will be reviewed regularly and updated occasionally. Please feel free to contact us for any further information, or with any suggestions for improvements.

On behalf of our talented and experienced staff, I welcome you and wish you a rewarding and challengingyear ahead at United Lisbon International School.

José Azcue
Head of School

Dear United Lisbon International School Community,

I am delighted to welcome you to the 2023-24 academic year after what I hope was a restful and enjoyable summer.

This year is particularly special for ULIS Secondary School as we will for the first time run a full Secondary school, grade 6 through to grade 12. This therefore also means that we will celebrate our very first cohort of graduating students in June 2024! With such a strong community, where parents, students and staff are committed to making the school the very best it can be, I have no doubt that our first IB Diploma results will make us proud.

This document will bring you up to date on all the key information that you will need during the academic year, so please do read it attentively and do not hesitate to reach out to your child's Tutor, Coordinator or myself, for clarification.
I am excited for what the year ahead will bring and look forward to welcoming you and your children to school.

Alexandra Conchard
Secondary School 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

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

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

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

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

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

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

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

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

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

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

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
- Portuguese Holidays
- Beginning of Semester
- School Holidays
- First day of school - New students
- First day of school - Returning students
- Parents - Teachers Conferences

ACADEMIC PROGRAM

Curriculum Standards

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.

Language	World Languages	Mathematics
Common Core State Standards (CCSS)	American Council on the Teaching of Foreign Languages Standards (ACTFL)	Common Core State Standards (CCSS)
Science	Social Studies	Physical Education (PE)
Next Generation Science Standards (NGSS)	Career, College and Civic Life Standards (C3)	Portuguese National Standards
Visual and Performing Arts (Music and Art)	Technology	Community Service
National Core Arts	International Society for Technology in Education (ISTE)	School-based program (Embrace)

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 3:40 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.

Middle School

All students in the middle school study 9 different subjects and an assembly hour each week. The Assembly hour allows students to develop social programs at school, community, and global level, hear from guest speakers and meet their health and wellbeing learning objectives in their curriculum. Through the IMYC curriculum the students have classes of individual subjects,but the approach is multi-disciplinary, and project based. The learning standards are embedded in sequences of "Big Ideas" that deal with deeply relevant and important subject matter, contextualized in a knowledge base that is multi-disciplinary and relevant to current global events.

The school provides teachers with time, training and the tools needed to master conceptual learning through guided inquiry. In the middle school curriculum, we reduce the content to thepoint where it can be taught in depth. We focus school initiatives on the one or two things thatwill have the biggest learning impacts. Feedback is a key element of the learning process andmiddle school teachers

provide frequent oral and written feedback to students, open to the parents. In order to demonstrate learning, middle school students use a wide range of contexts, using different media, avoiding the over-dependence on quantitative data.

The Middle school has coherent policies, principles and practices focused on assessment, recording and reporting, based on demonstration of learning.

This student-centered educational approach both embraces and transcends traditional school lsubjects by helping our students see the connections between the academic disciplines.

Grades 9 and 10

Students in 9th and 10th grade study 9 individual subjects and although each subject is evaluated individually, the main method is a multidisciplinary approach. We acknowledge that high school students need to develop sound learning habits, self-confidence, and a thorough understanding of their academic subjects. At ULIS we provide a student-centered educational approach that transcends traditional school subjects by helping our students see the connections between the academic disciplines.

They study courses from five main areas

STEM	Language Arts and Social Studies	Additional Languages	Arts and performance	Physical education
Mathematics Science Computational Thinking	English Language History Geography	Portuguese Coding	Music Arts Drama	

All students learn language and literature in English and the local language (Portuguese). Some students have an adapted version of English A. Science focuses on Biology, Chemistry and Physics as separate subjects with a clear focus on practical work. Embedded in the High School diploma are community service activities to foster their responsibility and longing on the local community. Field trips and guest speaker related activities are part of the academic program.

Grades 11 and 12 IB Diploma Program

The International Baccalaureate® (IB) Diploma Programme (DP) is an internationally assessed programme for students aged 16 to 19. It was established in 1968 in Geneva to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding. It is respected by leading universities all over the world.

How the IB Diploma Programme is Organized
• A comprehensive and rigorous two-year curriculum, leading to external examinations based on international standards.
• For students in years 11 and 12.

- Aimed at providing students with a balanced education.
- Teaching and learning is organized by six subject groups, underpinned by the DP core.

The benefits of the IBDP for students
- Encourages students to think critically and challenge assumptions.
- Prepares students for university work through the development of research skills and taking responsibility for their own learning.
- Students learn in a flexible environment crossing disciplinary, cultural and national boundaries.
- Students who earn an IB Diploma may earn up to one year of advanced placement credit in American universities and colleges.

Eligibility for entrance into the IBDP at ULIS
It is not required for students to be achieving top grades in their subjects prior to entering the programme at ULIS, however students and parents must be aware that it is a demanding program that requires hard work, strong organization skills and a responsibility to meet deadlines.

The design of the IB Diploma Program enables students to focus on six subjects in which they have special interest or aptitude. Students who wish to challenge themselves and are willing to work hard can be successful in the IBDP.

Some pre-requisites at ULIS are:
- Students need to have passed year 10 in order to be accepted into the IB Diploma Programme.
- Regarding languages, students cannot enrol in a Language B without having at least 2 or 3 years of experience in that language.

There may be some requirements to access certain subjects and levels, for example to enrol in Mathematics AA HL, it would be expected that a student would have achieved a final grade of an A in year 10.

IBDP Requirements
Diploma candidates are required to select one subject from each of six subject groups:

Studies in Language and Literature	Language Acquisition	Individuals and Societies	Sciences	Mathematics	The Arts*

*NOTE: A subject from this group can be replaced by an additional subject from one of the other groups except for Group 5. Students may opt to study an additional course from the areas of Science, Individuals and Societies, or an additional language course, instead of a course in The Arts.

The IB require that at least three and no more than four subjects are taken at Higher Level (HL) and the others at Standard Level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at a higher level. Subjects at HL require approximately 240 teaching hours, whilst those at SL require approximately 150 teaching hours.

Additionally, students are expected to take all three parts of the core - **Extended Essay, Theory of Knowledge, Creativity, Activity, Service** (CAS). These are compulsory and central to the philosophy of the Diploma Program. This can be seen in the programme model below:

Courses in years 11 and 12 continue to centre around active student learning while increasing teacher led discussions and activities. Projects tend to be more in-depth, and student generated. Cross-age activities help older students develop communication and collaboration skills and take responsibility to work in communities. As with other parts of the school, there is a high level of interaction, along with support for individual exploration of areas of interest.

The IBDP Core
Theory of Knowledge (TOK)
TOK is an interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK involves approximately 100 teaching hours. At ULIS, students begin TOK in year 11 and complete it in the first semester of year 12. TOK challenges students to:

- Question the basis of knowledge.
- Be aware of subjective and ideological biases.
- Develop a personal mode of thought based on analysis of evidence expressed in a rational argument.

The key element in the IB educational philosophy, TOK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

The TOK course is assessed through an exhibition and a 1,600 word essay. The exhibition requires the students to create an exhibition of three objects that explores how TOK manifests in the world around us. The essay focuses on a conceptual issue in TOK. For example, asking students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

The Extended Essay

IB Diploma candidates are required to undertake original research and write an **Extended Essay** (EE) of up to 4000 words. This academic piece of writing offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. Students can choose to write on a topic in one of the subjects available in the EE guide. The EE should be focused in its approach, but apart from initial teacher supervision and guidance, should be based on the student's own personal research and appropriately cited.

At ULIS, the Extended Essay is introduced in November/December of year 11 and is completed by end of January in year 12. Each student works one-on-one with a teacher/supervisor and signs a contract in which he/she promises to adhere to an internal timetable. This guides the steps in the research process: choosing a topic, defining a research question, researching, planning, drafting, revising, and editing.

Creativity, Activity, Service (CAS)

Creativity, Activity, Service is known by its acronym **CAS** and is a fundamental part of the diploma curriculum. Students in the IB Diploma program must organize the three strands of CAS defined as follows:

Creativity- exploring and extending ideas leading to an original or interpretative product or performance Activity- physical exertion contributing to a healthy lifestyle Service- collaborative and reciprocal engagement with the community in response to an authentic need"

(CAS Subject Brief)

What is the significance of CAS?

CAS enables students to enhance their personal and interpersonal development by learning through experience, providing opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from students´ work.

CAS is also an important counterbalance to the academic pressures of the DP. At ULIS, CAS begins formally in year 11 and continues until April of the assessment year.

All students are required to keep a CAS Portfolio and to have at least 3 formal interviews with their CAS Coordinator. This is overseen by the CAS and IBDP Coordinator via ManageBac.

At ULIS students take part in a variety of activities such as:

MUN/ THIMUN	Student Council	Community Service Clubs (such as Business Club, Language Clubs, Debate Club)	School Sports	DP Student Reading Wall

Assessment in the IB Diploma Programme

Assessment of subjects is based on a combination of internal/IB moderated assessment and external examinations in April/May of year 12. Students receive grades ranging from 1-7. The final diploma result score is made up of the combined scores for each subject. The passing requirements are 24/45 including the Core Minimum 12 points in HL and 9 in SL. Students also need to meet the requirements below:

The CAS requirements are met	There is no N awarded for TOK, the EE or for any subject	There is no grade N or E awarded for TOK and/or the EE	There is no grade 1 awarded in a subject/level	There are no more than two grade 2s awarded (HL or SL)	There are no more than three grade 3s or below awarded (HL or SL)	No penalty has been given for academic misconduct	At least 12 points on HL subjects At least 9 points on SL subjects

The Bilingual Diploma is awarded if students pass two Language A subjects and achieve a grade 3 or above in both.
The Extended Essay and TOK are graded in a letter grade format from E (elementary/failing) to A (excellent). The maximum possible score which can be achieved in the IB Diploma is 45 points – 6 subjects x 7 and the additional 3 points for TOK + EE.

This can be seen in the TOK/ EE Matrix below:

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No Grade N
EE	Grade A	3	3	2	2	Failing Condition	Failing
	Grade B	3	2	2	1	Failing Condition	Failing
	Grade C	2	2	1	0	Failing Condition	Failing
	Grade D	2	1	0	0	Failing Condition	Failing
	Grade E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing
	No Grade N	Failing	Failing	Failing	Failing	Failing	Failing

In order to remain enrolled as an IB Diploma candidate from their IB1 year to their IB2 year, students must not be in danger of a failing condition. If a student obtains an E (elementary/failing) in either the TOK OR the Extended Essay, the student fails the IB Diploma.
If passing conditions are not met, then the school maintains the discretion to register the student as a course candidate. After completing mock exams in IB2, students registration status as Diploma Program candidate or course candidate will be again evaluated based on IB passing requirements. Students who fail to receive the IB Diploma or pass a subject exam, have the right to retake any subject either in the November or May examination session. The higher score will count, and the Diploma may be awarded.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

IBDP Courses currently offered at ULIS

Group		Subject	Level
1	Language and Literature	English Portuguese Chinese	SL/HL
2	Language Acquisition	English B Portuguese B	SL/HL
	Language Ab initio	Spanish	SL
3	Individuals and Societies	History Business Studies Economics Psychology	SL/HL
4	Sciences	Physics Chemistry Biology Computer Science	SL/HL
5	Mathematics	Analysis and Approaches	HL
		Analysis and Approaches	SL
		Application and Interpretation	SL
6	The Arts	Visual Arts	HL/ SL

Subject outlines

Group 1 - Language & Literature (Language A)
English; Portuguese; Chinese

"In the language A: language and literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large."

(Language A: language and literature guide, p.20)

Assessment: SL	Assessment: HL
Oral assessment:	**Oral assessment:**
1 internally assessed individual oral	1 internally assessed individual oral
Assessment weight: 30%	**Assessment weight**: 20%
	HL Level Essay:
Final written examination in May of senior year:	1 externally assessed essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (1200-1500 words)
2 externally assessed exams (paper 1 and 2)	**Assessment weight**: 20%
Assessment weight: 70%	
	Final written examination in May of senior year:
	2 externally assessed exams (paper 1 and 2)
	Assessment weight: 60%

NOTE: Students can also study two Languages A, omitting Group 2.

Group 2 – Language Acquisition (Language B)
English; Portuguese

"In the Language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. A key aim of the language B course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance."

(Language Acquisition guide, p.17)

Assessment: HL and SL

External Assessment	Internal Assessment
Written component: two written papers are externally set in May of senior year: Paper 1: Productive skills- Writing 25% Paper 2: Receptive skills - separate sections: listening and reading 50%	SL-1 individual oral assessment based on a visual stimulus HL-1 individual oral assessment based on an extract from one literary work studied in class
Assessment weight: 75%	**Assessment weight**: 25%

NOTE: Pre-Requisites for study are 3/4 years of prior experience in the Language B intended.

Group 2 - Language ab initio
Spanish

"Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

Because of the inherent difficulty of defining what constitutes "very limited exposure" to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language."

(Language ab initio guide, p.6)

Assessment: SL only

External Assessment	Internal Assessment
Written component: two written papers are externally set in May of senior year: Paper 1: Productive skills- Writing 25% Paper 2: Receptive skills- separate sections: listening and reading 50% **Assessment weight**: 75%	1 individual oral assessment- a conversation with the teacher, based on a visual stimulus and at least one additional course theme. **Assessment weight**: 25%

Group 3 – Individuals and Societies
History

"The History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past."

(History guide, p.5)

Assessment: HL/SL

External Assessment	Internal Assessment
Written component: three written papers are externally set in May of senior year: Paper 1: 30% (SL) / 20% (HL) Paper 2: 45% (SL) / 25% (HL) Paper 3: 35% (HL only) **Assessment weight**: 75% (SL) – 80% (HL)	Historical Investigation **Assessment weight**: 25% (SL) / 20% (HL)

Business and Management

"The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts—creativity, change, ethics and sustainability—this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management."

(Business Management guide, p.6

Economics

"Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity,

choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:
- at the level of producers and consumers in individual markets (microeconomics) • at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).
The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices through the use of models and theories."

(Economics guide, p.6)

Assessment: HL/SL

External Assessment	Internal Assessment
External Assessment Written component: two (for SL)/three (for HL) written papers are externally set in May of senior year: Paper 1: 20% (HL) / 30% (SL) Paper 2: 30% (HL) / 40% (SL) Paper 3: 30% (HL only) **Assessment weight**: 80% (HL) /70% (SL)	**Internal Assessment** Portfolio of 3 commentaries (HL&SL) **Assessment weight**: 20% (HL) 30% (SL)

Psychology

"Psychology is the rigorous and systematic study of mental processes and behavior. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behavior on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behavior and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognizing that behavior is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behavior.
At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: biological approach to understanding behavior cognitive approach to understanding behavior sociocultural approach to understand behavior"

(Psychology guide, p.12)

Assessment: HL/SL

External Assessment	Internal Assessment
External Assessment Written component: two (for SL)/three (for HL) written papers are externally set in May of senior year: Paper 1: 40% (HL) / 50% (SL) Paper 2: 20% (HL) / 25% (SL) Paper 3: 20% (HL only) **Assessment weight**: 80% (HL) /75% (SL)	**Internal Assessment** Experimental study (HL&SL) **Assessment weight**: 20% (HL) 25% (SL)

Group 4 – Physics; Chemistry; Biology

"Through studying biology, chemistry or physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.
The aims enable students, through the overarching theme of the Nature of science, to:
-appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
-acquire a body of knowledge, methods and techniques that characterize science and technology
-apply and use a body of knowledge, methods and techniques that characterize science and technology
-develop an ability to analyze, evaluate and synthesize scientific information
-develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
-develop experimental and investigative scientific skills including the use of current technologies
-develop and apply 21st century communication skills in the study of science
-become critically aware, as global citizens, of the ethical implications of using science and technology
-develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge."

(Physics guide, p.17)

External Assessment	Internal Assessment
Written component: three written papers are externally set in May of senior year: Paper 1: 20% (HL) / 20% (SL) Paper 2: 36% (HL) / 40% (SL) Paper 3: 24% (HL) / 20% (SL) **Assessment weight**: 80% (HL) /80% (SL)	*"The internal assessment requirements are the same for biology, chemistry and physics. The internal assessment, worth 20% of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study. Some of the possible tasks include:* *– a hands-on laboratory investigation* *– using a spreadsheet for analysis and modelling* *– extracting data from a database and analyzing it graphically*

Computer Science

"The computer science course should aim to:

1. provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning

2. provide a body of knowledge, methods and techniques that characterize computer science

3. enable students to apply and use a body of knowledge, methods and techniques that characterize computer science

4. demonstrate initiative in applying thinking skills critically to identify and resolve complex problems

5. engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems

6. develop logical and critical thinking as well as experimental, investigative and problem- solving skills

7. develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively

8. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology

9. develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science

10. encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method."

<div align="right">(Computer Science guide, p.8)</div>

Assessment:

External Assessment	Internal Assessment
Written component: two written papers are externally set in May of senior year: Paper 1: 40% (HL) / 45% (SL) Paper 2: 20% (HL) / 25% (SL) Paper 3: 20% (HL only HL) **Assessment weight**: 80% (HL) /70% (SL)	Development of a computational solution (20% HL / 30% SL)

Group 5 – Mathematics

Analysis and Approaches

"This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems."

<div align="right">(Mathematics: Analysis and Approaches guide, p.8)</div>

Syllabus content

Students are required to study 5 topics: Number and Algebra/ Functions/ Geometry and Trigonometry /Statistics and Probability/ Calculus.

Assessment:

External Assessment (HL and SL)	Internal Assessment (HL and SL)
Written component: written papers are externally set in May of the senior year: Paper 1: 40% (SL) 30% (HL) Paper 2: 40% (SL) 30% (HL) Paper 3: 20% (HL only) **Assessment weight**: 80%	Mathematical exploration (20%): This is a piece of written work that involves investigating an area of mathematics.

Applications and Interpretation

"This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology."

(Mathematics: Applications and Interpretation guide, p.8)

Syllabus content

Students are required to study 5 topics: Number and Algebra/Functions/ Geometry and trigonometry/Statistics and Probability/ Calculus.

Assessment:

External Assessment (HL and SL)	Internal Assessment (HL and SL)
Written component: written papers are externally set in May of the senior year: Paper 1: 40% (SL) 30% (HL) Paper 2: 40% (SL) 30% (HL) Paper 3: 20% (HL only) **Assessment weight**: 80%	Mathematical exploration (20%): This is a piece of written work that involves investigating an area of mathematics.

Group 6 – The Arts

Visual Arts

"The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts."

(Visual Arts guide, p.6)

NOTE: Group 6 subjects can be replaced by another subject from another group with the exception of group 5 subjects (Mathematics).

Assessment: HL/SL

External Assessment	Internal Assessment
Part 1: Comparative study 20% Part 2: Process Portfolio 40%	Part 3: Exhibition 40% (This is internally assessed by the teacher and externally moderated by the IB at the end of the course.)

IB Fees

Paid by ULIS	Paid by the Candidate
Annual Fee	Subject Fees

Information regarding the total amount due for examination registration fees as determined by the IB, will be shared with parents in June preceding Year 12. One unique payment is only required in October of Year 12.

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.

The Portuguese classes are differentiated into three streams: Portuguese as an additional language, intermediate, and Language A. Based on students' language levels, they receive targeted instruction at their current levels of functioning. Students could transfer from one groupto the other throughout the year.

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. Due to a wide variety of nationalities and language levels, ULIS has developed a partnership with an external provider (Speak Well) to provide language classes this run as an after-school activity.

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.

Currently, we have an ESOL Department offering language support to students in Grades 3- 12 at United Lisbon. Students from Early Childhood to Grade 2 are immersed in a language- rich environment where the classroom teachers support English language development.

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.
- offer after-school opportunities in a variety of languages to support growth of students' home languages

BEHAVIOUR FOR ACHIEVEMENT

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 educational program that fosters a fair, secure, and inclusive environment for learning.

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 **Displinary Procedures**, as well our wider **Student Support** and **Health Services** including **Counselling**.

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.

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.

Behaviour Tracking

At ULIS we believe that only together can student development be achieved. In order to promote student development, we encourage positive behaviour and seek ways to redirect behaviour that has the potential to undermine or hinder learning opportunities. Discipline is a nature element of educational and personal development. Discipline should be viewed as a means of encouraging positive behaviour and not merely a reaction to inappropriate behaviour. Furthermore, there needs to be a clear understanding of behavioural expectations and consequences for behaviour that goes against ULIS Core Values.

Disciplinary procedures must be clear, concise, and transparent. Additionally, the procedures must be tiered as patterns of behaviour can undermine learning environments and limit inclusivity within the learning space.

Positive and negative behaviour, where necessary, will be recorded on CPOMS, the school's tracking portal. ULIS uses a system of Rewards and Concerns (L1-2) to track behaviour.

To highlight patterns of positive behaviour, ensuring all students receive recognition within a culture that strives for inclusive excellence that is actively	To maintain order and good behaviour throughout the school.	To enable all members of the ULIS community to be clear about the standards of behaviour expected and the appropriate responses to any lapses.
To promote good behaviour and to ensure the school's behaviour, anti-bullying and anti-racism policy is followed whenever a student displays unacceptable behaviour.	To encourage timely feedback if a student´s behaviour proves unsatisfactory or unacceptable in order to redirect future behaviour.	To ensure an inclusive environment whereby all learners have a chance to benefit from the ULIS schooling environment.

For more information please see the pull-out on Positive Behaviour and Misconduct at the end of the Handbook.

Note: Lunch detention will take place daily and be overseen by a member of staff. Educators must inform learners of the lunch detention at the time of the incident. Learners have a chance to get the detention removed if the behaviour improves but this is at the discretion of the educator. The lunch detention will take place the day after the incident. Learners will be reminded of the detention in homeroom the following day. It is the responsibility of the learner to remember that they have detention. Failure to attend lunch detention will result in further sanctions.

Behaviour for Achievement Tiered System

At ULIS we believe that discipline must strike a balance between reinforcing positive behaviour and redirecting negative behaviour. The tiered system will reward positive behaviour which will be logged on the school's tracking portal. Negative behaviour will have tiered consequences as patterns of negative behaviour can undermine learning environments through persistent low level disruptive behaviour. The policy will be reviewed during the course of the academic year to assess whether the current tiered band amounts need adjusting.

For more information please see the pull-out on our Reward Tiered System at the end of the Handbook.

Note: IB students who receive more than 5 concerns, commit a severe act of misconduct, or fall behind on academic work/ homework incomplete will have the privilege of leaving school revoked for a period of 10 academic days. Leaving school is a freedom entrusted to learners but those who fail to abide by the school's behavioural and academic expectations will have that removed. A list will be given to the front office on a bi-weekly basis. Names may be removed earlier if academic work is submitted or there is a clear improvement in behaviour.

For more information please see the pull-out on our ULIS Behaviour Steps at the end of the Handbook.

ASSESSMENT AND ACADEMIC INTEGRITY

Assessment Methods

Assessment is the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Reflection, evaluation, feedback, recording, and reporting are integral components of this process. Professional judgment is inherent in effective assessment. The primary purpose of assessment is to improve student learning and guide our expectations of quality teaching.

At ULIS, multiple methods of formative and summative assessment are applied to engage learners in their own growth, to monitor learner progress and to guide the teachers. This student-centered educational approach goes beyond the traditional school subjects by helping our students see the connections between the different academic areas. Formative assessment applies a range of strategies such as observation, questioning, and peer and self-assessment, which allows teachers to build up a gradation of each student's strengths and areas for development. Summative assessment includes internal and external examinations and tests. This provides a moderated indication of student attainment, in other words: *what students know and understand at a particular moment in time.*

Homework is given to support student learning and students are expected to meet deadlines as part of this learning process. The objective of homework is to practice, reinforce, and apply skills and concepts taught in class. Middle school students can expect daily independent practice for homework with all provided resources, on average 30 minutes of daily homework, while high school students may have up to 60 minutes. Students are encouraged to be proactive in communicating any difficulties or support they need with homework tasks in advance of the due date. Typically, students will not be assigned homework over vacation periods, but IB courses may be required to complete assignments over vacations in order to meet curricular demands.

In general, late work will be subject to a penalty at the discretion of the individual subject teacher and will not be accepted more than one week after the assigned due date:

- Unsubmitted assessments will receive a mark of zero.
- Make-up tests for students who are traveling athletes students who have been absent due to an illness, should be determined with the classroom teacher. Students who miss class should plan to take their make-up tests within two days of returning to school.

Academic Integrity

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.

Consequences for lack of academic integrity and dishonesty, such as cheating or plagiarism, serve as corrective measures to ensure that the student learns from their mistake. The consequences for academic dishonesty include on the first instance a mark of "zero" on the assignment or assessment, a meeting with the teacher and parents. While for repetitive instances, a mark of "zero", meeting with the coordinator, and disciplinary contract. Any instances of academic dishonesty beyond this can lead to longer suspension and potential removal from school.

IB Specific information: As for **all** students all work done by an IB student must be the student's own work. If academic misconduct is suspected, the IB will be notified. According to the *Academic Honesty in the Diploma Program* brochure, the categories of "academic misconduct" in the IB are:
Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or

work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination. Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Grading

ULIS students (other than IB students) are graded by subject on a scale of 1-100. They must attain an average grade (marks) of at least 60 to pass a subject.

United Lisbon/American Classification (%)	Letter Grade Equivalent
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<60	F

NOTE: Information on grading for the IBDP are in the IB section.

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 (RUA) 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.

Tutors

Outside Tutors: When additional academic assistance is recommended, the school can assist in connecting parents with suitable tutors available in the community whenever possible. These tutors are not affiliated with the school nor endorsed by the school. ULIS teachers are not permitted to serve as paid tutors for any of their own students. Permitting, arranging, and paying for tutorial assistance are the parent's responsibility. For child protection reasons such tutoring may not happen on school grounds.

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 thencomplete 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

• 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 A

ULIS Responsible Use Agreement (RUA) 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:

- 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.
- To remove a user account on the network.
- 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.
- 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.
- To provide guidelines and make reasonable efforts to train staff and students in responsible use and policies governing online communications.

Staff Responsibilities

- 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.
- 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

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 text files (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.

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

- 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.
- When using the agency's electronic mail facilities, users should comply with the following guidelines.
- If in any doubt about an issue affecting the use of electronic mail, users shouldconsult the IT Helpdesk.
- Any breach of the school's Electronic Mail Policy may lead to disciplinary action.

Please note the following:

- All electronic mail activity is monitored and logged.
- All electronic mail coming into or leaving the organization is scanned for viruses.
- 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.

- 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.
- 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.
- ULIS makes no warranties (expressed or implied) with respect to:
  - the content of any advice or information received by a user, or any costs orcharges 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.
- ULIS reserves the right to change its policies and rules at any time.

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

- 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.
- When using the agency's electronic mail facilities, users should comply with thefollowing guidelines.
- If in any doubt about an issue affecting the use of electronic mail, users shouldconsult the IT Helpdesk.
- Any breach of the school's Electronic Mail Policy may lead to disciplinary action.

DO	DO NOT
- Do check electronic mail daily to see if there are any messages.	- Do not print electronic mail messages unless necessary.
- Do include a meaningful subject line in messages.	- Do not expect an immediate reply; recipients might not be at their computer or could be too busy to reply straight away.
- Do check the address line before sending a message and confirm the right user.	- Do not forward electronic mail messages sent personally to others, particularly newsgroups or mailing lists, without the permission of the originator.
- Do delete electronic mail messages when they are no longer required.	- Do not use electronic mail for personal reasons.
- Do respect the legal protections to data and software provided by copyrights andlicenses.	- Do not send excessively large electronic mail messages or attachments.
- Do take care not to express views that could be regarded as defamatory or libellous.	- Do not send unnecessary messages such as festive greetings or other non-work items by electronic mail, particularly to multiple people.
- Do use an "out of the office assistant" to automatically reply to messages when not available.	- Do not participate in chain or pyramid messages or similar schemes.
	- Do not represent oneself as another person.
	- Do not use electronic mail to send or forward material that could be construed asconfidential, political, obscene, threatening, offensive, or libellous.

ULIS Password - Policy Overview

Passwords are an important aspect of computer security. They are the front line of protectionfor user accounts. A poorly chosen password may result in the compromise of ULIS's entire network. As such, all staff and students are responsible for taking the appropriate steps, as outlined below, to select and secure their passwords.

Purpose

The purpose of this policy is to establish a standard for the creation of strong passwords, theprotection of those passwords, and the frequency of change.

Scope

The scope of this policy includes all users who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at anyULIS facility, has access to the school's network, or stores any non-public school information.

Policy

1. All system-level passwords must be changed on at least a quarterly basis.

2. All user-level passwords (e.g., e-mail, web, desktop computer, etc.) must be changed at least every six months. The recommended change interval is every four months.

3. Each successive password must be unique. Re-use of the same password will not be allowed.

4. Passwords must be a minimum of eight (8) characters long.

5. Passwords must not be inserted into e-mail messages or other forms of electronic communication.

6. All user-level and system-level passwords must conform to the guidelines describedbelow.

7. Passwords should never be written down or stored online.

Password Construction Guidelines

Passwords are used for various purposes at ULIS. Some of the more common uses includeuser-level accounts, web accounts, e-mail accounts, screen saver protection, voice-mail password, and local router logins. Since very few systems have support for one-time tokens(i.e., dynamic passwords which are only used once), everyone should be aware of how to select strong passwords.

Poor (unacceptable) passwords have the following characteristics:	Strong (acceptable) passwords have the following characteristics:

- The password contains fewer than eight characters.
- The password is a word found in a dictionary (English or foreign).
- The password is a common usage word such as:
  - names of family, pets, friends, co-workers, fantasy characters, etc.
  - computer terms and names, commands, sites, companies, hardware,software
  - acronyms for the agency or city
  - birthdays and other personal information such as address and phone numbers
  - word or number patterns like *aaabbb*, *qwerty*, *zyxwvuts*, *123321*, etc.
  - any of the above spelled backwards
  - any of the above preceded or followed by a digit (e.g., secret1, 1secret)
	- Contain both upper and lowercase characters (e.g., *a?z* and *A?Z*).
	- Have digits and punctuation characters as well as letters (e.g., *0?9* **and** *!@#$%^&*()_+|~-=\`{}[]:";í<>?,./*).
	- Are at least eight alphanumeric characters long.
	- Are not a word in any language, slang, dialect, jargon, etc.
	- Are not based on personal information, names of family, etc.
	- Can be easily remembered. One way to do this is create a password based on a song title, affirmation, or other phrase. For example, the phrase might be: "*This MayBe One Way To Remember*" and the password could be: "*TmB1w2R*!" or "*Tmb1W>r~*" or some other variation. (**NOTE**: <u>Do not use either of these examples</u> <u>as passwords!</u>)

Password Protection Standards

Do not use the same password for ULIS accounts as for other non-ULIS access(e.g., personal email account, online stores, social networks, etc.).

1. Do not share agency passwords with anyone, including administrative assistants orsecretaries. All passwords are to be treated as

sensitive, confidential ULIS information.

2. If someone demands a password, refer them to this document or have them call someone in the IT Helpdesk department.

3. Do not use the "Remember Password" feature of applications (e.g., Edge or Chrome).

4. Do not write passwords down and store them anywhere near you. Do not store passwords in a file on ANY computer system without encryption.

5. Change passwords at least once every six months (except system-level passwords which must be changed quarterly). The recommended change interval is every four months.

6. If an account or password is suspected to have been compromised, report the incident to IT Helpdesk and change all passwords.

7. The IT Helpdesk or its delegates may perform password cracking or guessing on a periodic or random basis. If a password is guessed or cracked during one of these scans, the user will be required to change it.

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

    b. 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.

Appendix B

Use of Mobile Phones and Apps

Mobile phones can only be used outside the building and during recess and lunch breaks. During classes mobile phones will not be allowed. Apps that aren't school or class related aren't allowed. During classes if a student is using their phones or an app that is outside the realms of the classroom work, the teacher will proceed as follows:

	Mobile phone	App
1st occurrence	teacher takes the phone for the rest of the day	teacher takes the device for the rest of the class (classwork should be completed at home) and contacts the parents by email
2nd occurrence	teacher calls the parents	teacher calls the parents

3rd occurrence	student must leave, every day, the mobile phone in the registration for an indefinite period of time	

Appendix C

ULIS International School BYOD Program Guidelines

Educational transformation through the integration of new technologies is one of the core pillars for promoting active learning at ULIS. Our vision is that ULIS will be a leader in theregion in the use of technology for learning. We believe that technology, when used appropriately, provides opportunities to support, engage, enhance and transform student learning.

However, computers, interactive panels, and specialized software are only tools. To truly reap the benefits of this transformation, we recognize that students today learn differently than generations before them. Rather than replacing the curriculum, technology can enhance it, leading to deeper student engagement and boosting important skills like character, citizenship, collaboration, communication, creativity, and critical thinking, which students will need in tomorrow's workforce.

ULIS strives to create learning experiences where technology and ICT is integrated through all curriculum areas in the context of classroom learning. We seek to equip the students with the skills and knowledge they need to learn and live productively in an increasingly digital world. We also want to encourage students to be independent, lifelong learners, and provide them with the opportunity to manage and administer their own digital tools. Therefore, the school has adopted a flexible learning technological model that encourages teachers and students to collaboratively identify and agree on the aims and uses of technology before integrating it in the classrooms. To provide more student support, the teachers work together with the Technology Integration Specialist in integrating technology into the curriculum.

To achieve and effectively push forward the transformation of education across the whole school community, ULIS has decided to adopt three different but interconnected technology programs across all school years: a shared device environment focused on mobility and tactile interaction for Early Childhood; a 1-to-1 institutionally owned hybrid laptop program for Elementary School; and a BYOD (Bring Your Own Device) brand-agnostic and family-owned laptop program for Middle and High School.

A significant portion of our program is spent addressing education and issues around digital citizenship and e-safety, and we make use of the resources and toolkits provided to us by Microsoft as part of the Showcase Program, to help ensure that we are offering comprehensive support in this important area. While technology does improve learning, we are also aware that distraction is the single biggest negative impact of technology in the classrooms. Developing strategies for dealing with distraction and managing the impact of the easy availability of devices is another core focus for us at ULIS. Technology is important, but only if it supports learning.

ULIS's approach to the use of technology is based on a large body of research that clearly shows the benefits of the use of technology to support learning. Our learning principles and the ULIS profile provide ample guidance in developing pedagogically driven uses of technology for all students across the learning program. In order to access and participate in our learning program, all students are

required to have immediate access to digital devices to support their learning. Details of these requirements, both at school and at home, are outlined below.

Student access to technology

Early Childhood and Elementary School (K-Grade 5)

- Students in Early Childhood use shared tablets, while Grade 1 to Grade 5 students are provided with a laptop, which they use in the classroom for theduration of the year. All devices used in Elementary School are provided bythe school and are left at school every day.

- Students in Grade 3–5 also regularly require access to a computer at home, for this reason they are allowed to take the device at home when instructed by the teacher. All students engage in age-appropriate collaborative learning and homework tasks. Some homework is assigned, completed and submittedusing online tools. Many of the online tools are accessed in the classroom at school and students then login to complete or extend their learning through homework.

Middle and High School (Grade 6 and up)

- Middle and High School students are part of the school's BYOD program, a family-ownership model, where parents buy the student's laptop themselves. This is a more sustainable model, which will give parents flexibility on when to replace the laptop, while clear guidelines on laptop specifications and common software will ensure that we retain the benefits to learning of our current model.

- The school will provide a preferred vendor and a collection of carefully curated educational bundles for parents to consider. In addition, insurance and warranty will be bundled in the preferred pricing through the vendor.

Expectations:

- Students are limited to one laptop at a time, if they wish to change laptops, they need to let the school know as to have it configured with the necessary configurations.
- To protect all devices and the performance of the school network, anti-virus must beinstalled and kept running (provided by the school).
- Devices must arrive at school with a full charge. Cords and connectors should be brought, just in case. We recommend buying two chargers when choosing a laptop.
- A padded bag or protective sleeve is recommended. Students will also need earphones with a mic to use with the device, as well as a keyboard to type with, in the case of hybrid models.
- Size and weight of the laptop should be considered as students move a lot with their laptops and books. We recommend less than 2Kg.
- **All families will be asked to agree to RUA during the first week of school.**
- Damaged laptops are to be repaired in under two weeks. HDMI and USB ports should be in working condition.

FAQ

Why is the school deciding for a BYOD program?

The decision to a family-owned model will provide flexibility to parents on when to replace their child(ren)'s laptop, which will support the school's sustainability goal as well as respond to the varied situations of families. BYOD programs allow students to make choices about which device to use and how to use it to meet situational learning needs: to choose applications for completing assignments; to organize resources and to collaborate on projects and presentations. This decision-making is an important aspect of building independent, lifelong learners.

The school will continue to provide value for money for parents by appointing a preferred vendor to leverage volume discounts and maintain positive relationships for support and insurance coverage purposes. Moreover, learning technologies are firmly embedded across the school, which means that we are able to sustain an ownership model that provides moreflexibility for parents and also reduces the school's financial liability.

Which Operating Systems may be installed?

English versions of Windows 10 and Mac OS may be installed. They must be current versions (released within the last 18 months) and kept up to date with software and security patches. Please refer to the Specifications tables for more information.

Which laptops are acceptable/approved?

The specifications tables outline the minimum specifications and recommended specifications for laptops.

Can I buy whatever laptop I want for my child?

The school strongly suggests that students bring a Windows 10 device as school, as this device better fits the profile, ethos and requirements of the Microsoft Showcase School program that the school is actively part of. MacBook devices are also allowed; however, Chromebooks are not. One of the many benefits of the 1 to 1 device model is that there is uniformity of device in each classroom. This means that when students are working on their laptops in class, no learning time is wasted as teachers deal with technical problems or provide alternative instructions for different laptops. In addition, students will be required to have a laptop which meets or exceeds minimum specifications. The school will appoint a preferred vendor so that it can benefit from economies of scale and guarantee the best possible price for parents.

What will be included with the laptop? Will it have a warranty or be insured?

Parents will have to include both the full warranty (and optional extension) and a yearly insurance with the laptops they purchase. The school will work with the preferred vendor toprovide these at a competitive price as part of the bundles on offer.

How do I order a laptop?

The school has identified a preferred vendor, who will be able to provide laptops of the correct specifications at a competitive price. They will also provide an online ordering systemand arrange for laptops to be delivered to the school for parents to collect before the start of the school year. Ordering the laptops in bulk will allow parents to benefit from cost savings, as well as preferential support and

insurance relationships.

What software does the school require?

ULIS is a Microsoft Showcase School, and students will use both web and OS applications of the M365 suite (provided by the school). All BYOD laptops must have an up-to-date version of the OS installed. The following core applications should be installed prior to using the device at School:

From the Windows Store:		From the Web:
Company Portal	Microsoft Whiteboard	Office 365
Adobe Reader Touch	Send to OneNote	Microsoft Edge
Office Lens	Microsoft Translator	Microsoft Math Solver
Fresh Paint	Immersive Reader Offline Extension	Minecraft: Education Edition
Office	Sway	VLC
		Audacity

Who is responsible for purchasing educational software on these devices?

Student accounts to Cloud and OS based instructional applications such as Microsoft 365 are provided by the school. If a class requires software such as Adobe Creative suite, it willalso be supplied by the school. ULIS offers and requires an anti-virus.

Who is responsible for the maintenance and updates of these devices?

The IT Office will support English operating systems and offer a basic troubleshoot service as long as they are current with patches and updates. Windows 10 and Mac OS are supported as long as the operating system version is current (released within the last 18 months). Hardware repairs services are not provided by the school, families must ensure that laptops are repaired promptly. Laptops can be provided by the school on loan period for up to two weeks, under such circumstances.

What if a laptop is forgotten or becomes broken?

Laptops can be provided by the school in such circumstances and are available at school. If a student has simply forgotten their device at home, a school laptop may be borrowed for that day. If there is a hardware problem, the student can borrow a school laptop for up to two weeks.

Do families need to purchase insurance for these devices?

We recommend purchasing extended warranties for PCs or Apple Care for Macs. These warranties provide protection in the case of

manufacturing failures. These programs do notcover acts of fire, theft or accidental damage. Insurance will be available for purchase with the bundles prepared and communicated by the school. Parents can decide whether they would like to include the insurance available with the bundle or purchase one through other third-party vendors.

How do students save and share their digital schoolwork?

The school provides access to OneDrive and we recommend that all M365 apps be installedon all laptops. This ensures that data is backed up and protected in the event of hard drive damage or laptop loss. ULIS backs up the content of OneDrive, further protecting against accidental file deletion. Backups of data not stored in OneDrive is the responsibility of the student.

What are the guidelines for responsible use of these devices?

We have a **RUA** and expect that students follow it both on campus and off campus. Students are expected to both respect and protect themselves, and others, intellectual property and school systems.

What are the rules about monitoring student laptops?

We keep a log of internet activity on campus and block websites based on grade level policies. Logs are kept for security threats and blocked applications, while extensive logs of student browsing habits at school are monitored but are not recorded. The anti-virus software on student devices logs events of malware or blocked websites, it does not monitor browsing habits.

What are the rules about games?

While on campus students are expected to use the school network and systems in a responsible and educationally appropriate manner, as dictated in the **RUA.** This implies that students will engage in appropriate activities during class time (for example, no social media, gaming, chatting, etc.)

While at home, students are expected to follow their family guidelines regarding gaming anddevice usage. Common Sense Media provides sample contracts, as well as a template for families to create their own.

How do we ensure students remain "cybersafe" in and out of the classroom?

We provide the anti-virus application as a base level of protection, in addition to strong firewall policies at a school level. These systems are not perfect, so it is important that families are actively supporting the principle of our **RUA** at home as well as in school. We support students with a K-12 Digital Citizenship curriculum, and support parents through a variety of webinars and online resources.

Specifications for Middle School:

	Minimum	Recommended or higher
Screen size	13"	13" - 15"
Type	Clamshell laptop	2 in 1 Hybrid laptop
Processor (CPU)	Quad-core 2.2Ghz (i3/R3)	Quad-Core 2.2Ghz (i5/R5)
Memory (RAM)	8GB	16GB
Hard drive	256GB SSD	512GB SSD
GPU	On-board	On-board
Operating system (EN)	Windows 10	Windows 10
Battery life	4 hour	8 hours
Keyboard	Full-sized keyboard	Full-sized keyboard
Digital Ink	Yes	Yes
Touch screen	Yes	Yes

Specifications for High School:

	Minimum	Recommended or higher
Screen size	13"	13" - 15"
Type	Clamshell laptop	2 in 1 Hybrid
Processor (CPU)	Quad-core 2.4Ghz (i5/R3)	Quad-Core 3.2Ghz (i7/R5)
Memory (RAM)	8GB	16GB
Hard drive	256GB SSD	1TB SSD
GPU	Dedicated 2GB	Dedicated Nvidia 1050
Operating system (EN)	Windows 10	Windows 10
Battery life	4 hours	8 hours
Keyboard	Full-sized keyboard	Full-sized keyboard
Digital Ink	Yes	Yes
Touch screen	Yes	Yes

Other Considerations:

Durability	Spill-resistant keyboard
Weight	Less than 2Kg
Protection	Sleeve case
Charging adapter	Two chargers (home and school)
Sound	Headset or headphones with mic
Extended warranty	Up to 3 years
Insurance	For accidental damage and lost

Available bundles

Parents can contact the school's preferred vendor **El Corte Inglés** directly through the following email address. We advise parents to identify themselves as members of the ULIS school community to facilitate this process:

RespArea34Lisboa@elcorteingles.pt

The bundles available for purchase can be found in the link below (prices do not include extended warranty and insurance; however, both are available for purchase directly through the vendor):

ULIS BYOD Bundles - Local Support Options:

Students and parents are expected to keep laptops in working condition for use in the school. The following companies offer laptop support in Lisbon. Laptops purchased as part of the available bundles receive priority support from the preferred vendor. All companies below have walk-in services support for warranty or repair:

	Windows Service Providers	Mac Service Providers
Website	PC Clinic	iServices
Location	Various (check site map)	Various (check site map)

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.

General Manager Teresa Costa Monteiro
Email: teresa.monteiro@unitedlisbon.school

Admissions Team
Telephone: +351 910 019 978
admissions@unitedlisbon.school

School Office Team
Telephone: +351 211 161 110
Email: school.office@unitedlisbon.school

School Nurse Natalie Laranjeira
Email: school.nursing@unitedlisbon.school

Finance Office
Telephone: +351 910 024 780
Email: finance@unitedlisbon.school

Human Resouces Office
Telephone: 910 019 660
Email: human.resources@unitedlisbon.school

Marketing Office
Email: marketing@unitedlisbon.school

Academic Team
Secondary School Principal Alexandra Conchard
Email: alexandra.conchard@unitedlisbon.school

IB Coordinator Frank Alfano
Email: frank.alfano@unitedlisbon.school

Director of Student Wellbeing Kieran Peacock
Email: keiran.peacock@unitedlisbon.school

Head of School José Azcue
Email: jose.azcue@unitedlisbon.school

Last Updated September 2023

POSITIVE BEHAVIOUR

COLLABORATION   INGENUITY   KNOWLEDGE   GRIT   INTEGRITY   VISION   HEART

L1
Producing good work
Demonstrating school values
Respectful behaviour
Behaviour above expectation

Verbal praise
Visual indication of positive behaviour

L2
Being an exemplary role model
Committing an exceptional act that embodies the school values
Being a subject leader academically
Committing an act of selflessness

Verbal praise
Formally recorded on tracking portal
Acknowledged in class

HEART   VISION   INTEGRITY   GRIT   KNOWLEDGE   INGENUITY   COLLABORATION

Logged rewards contribute to an individual's points tally and cancel out the accrual of concerns but do not cancel out potential detentions

UNITED LISBON
INTERNATIONAL SCHOOL

BEHAVIOUR MISCONDUCT

C1
Violation of classroom rules
Disruptive behaviour
Behaviour that goes against the ULIS Core Values
Littering
Failure to follow a staff member request
Minor misdemeanor

Verbal Warning
Dialogue aimed at student acknowledging misconduct in order to rectify behaviour

C2
Continued violation of C1 offences
Overt attempts to derail lessons
Inappropriate behaviour during breaks
Failure to follow staff request, after a reminder

Recorded on tracking portal (CPOMS)
Educator-centred discipline aimed at acknowledging misconduct improving behaviour
Patterns of behaviour will result in more severe consequences

C3
Where interventions at C2 have failed to improve behaviour
Misconduct deemed serious enough to warrant lunch detention
Inappropriate language
Overt disrespectful behaviour towards educator or fellow peers
Insubordination

Recorded on tracking portal (CPOMS)
Lunch Detention - Reflective disciplinary work
Verbal warning, clearly stating severity of misconduct
Additional inteventions may be used where necessary

C4
Severe acts of misconduct
Sustained bullying
Continued insubordination
Behaviour that undermines ULIS inclusive environment
Violent conduct
Truancy

Recorded on tracking portal (CPOMS)
Director of Student Welfare and Wellbeing/ Principal to contact parents
Formal sanctions to be discussed with parents

COLLABORATION   INGENUITY   KNOWLEDGE   GRIT   INTEGRITY   VISION   HEART

Consequences can have sanctions based on the teacher's discretion and professional judgement of the incident and thus may not be included in this policy document.

ULIS BEHAVIOUR STEPS

HOMEROOM EDUCATOR

First level of well-being support.
Absenteeism.
Minor behavioural concerns.

DIRECTOR: STUDENT WELFARE & WELLBEING

Third level of well-being support.
Designated safeguard lead.
Deals with escalated/severe behavioural concerns.
Disciplinary lead on daily basis.
Liaises with Primary Principal/ Secondary Principal regarding escalated behavioural concerns.

Level 1

02

03

04

UNITED LISBON
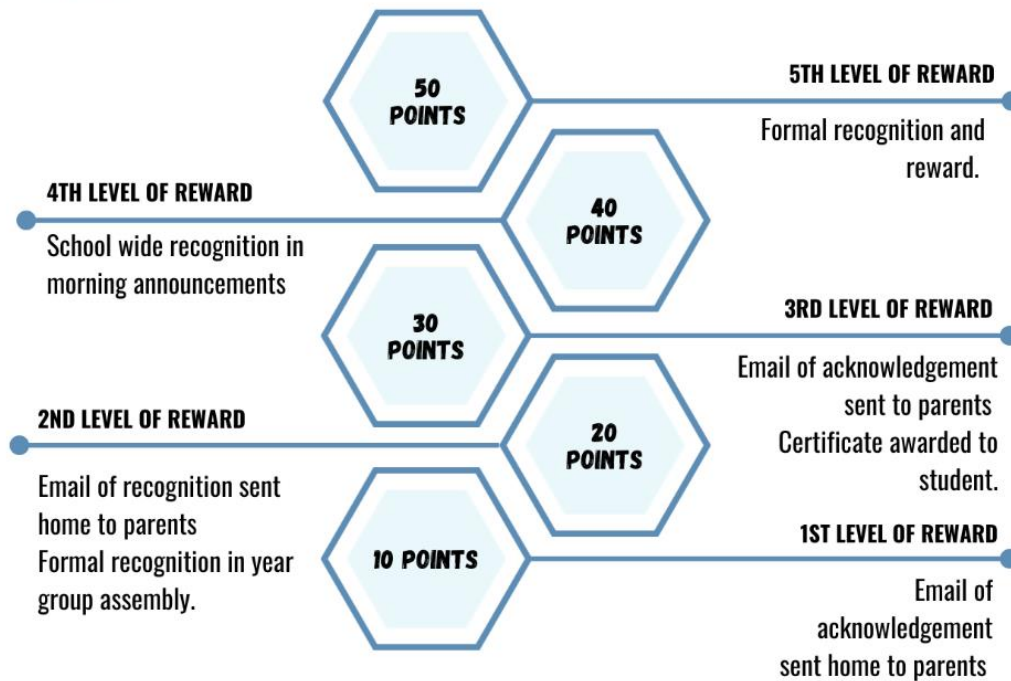INTERNATIONAL SCHOOL
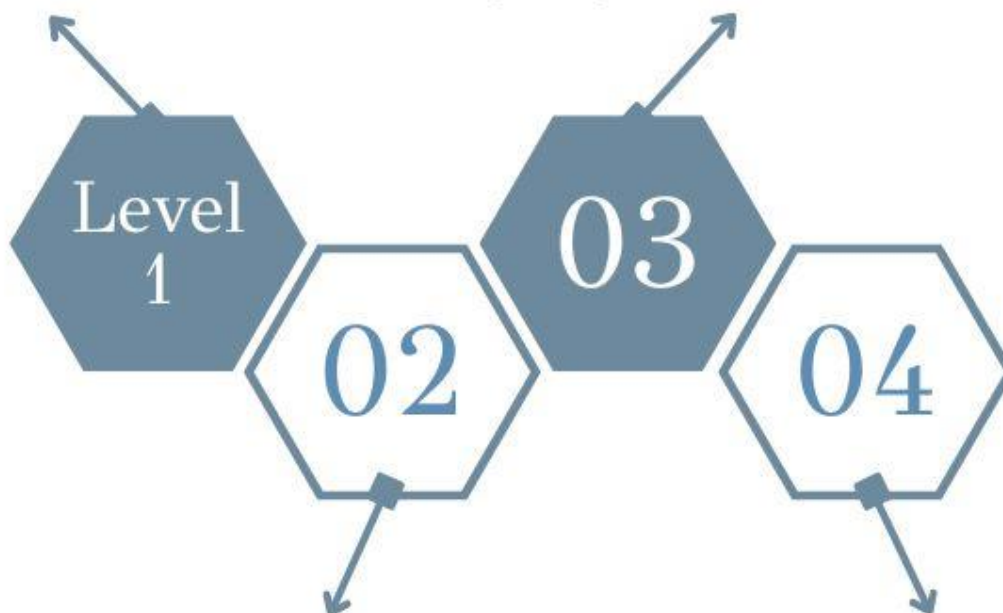
COORDINATOR

Second level of well-being support.
Deals with escalated behavioural concerns.
Liaises with Director of Student Welfare & Wellbeing/ Principal on disciplinary incidents.
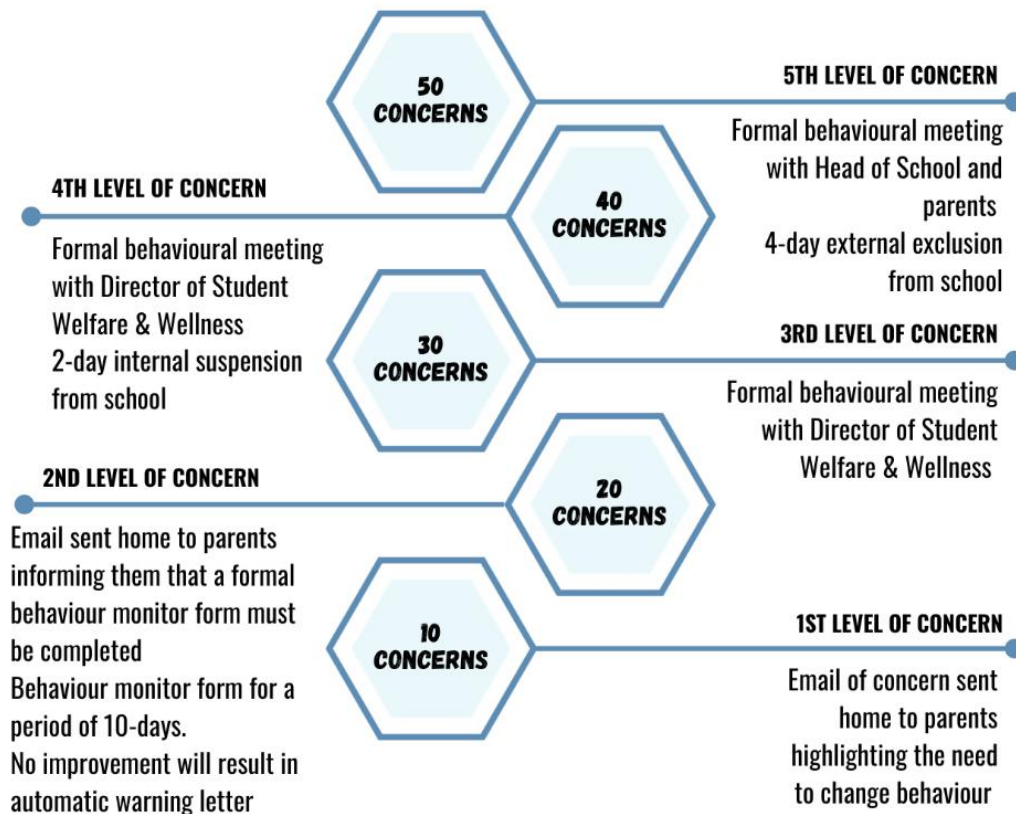
HEAD OF SCHOOL

Strategic lead of all schools.
Deputy Designated Safeguarding lead.
Assists with severe behavioural matters.
Where necessary bought into formal disciplinary proceedings.

REWARD TIERED SYSTEM

UNITED LISBON INTERNATIONAL SCHOOL

50 POINTS

5TH LEVEL OF REWARD

Formal recognition and reward.

4TH LEVEL OF REWARD

School wide recognition in morning announcements

40 POINTS

30 POINTS

3RD LEVEL OF REWARD

Email of acknowledgement sent to parents
Certificate awarded to student.

2ND LEVEL OF REWARD

Email of recognition sent home to parents
Formal recognition in year group assembly.

20 POINTS

10 POINTS

1ST LEVEL OF REWARD

Email of acknowledgement sent home to parents

CONCERN TIERED SYSTEM

50 CONCERNS

5TH LEVEL OF CONCERN

Formal behavioural meeting with Head of School and parents
4-day external exclusion from school

4TH LEVEL OF CONCERN

Formal behavioural meeting with Director of Student Welfare & Wellness
2-day internal suspension from school

40 CONCERNS

30 CONCERNS

3RD LEVEL OF CONCERN

Formal behavioural meeting with Director of Student Welfare & Wellness

2ND LEVEL OF CONCERN

Email sent home to parents informing them that a formal behaviour monitor form must be completed
Behaviour monitor form for a period of 10-days.
No improvement will result in automatic warning letter

20 CONCERNS

10 CONCERNS

1ST LEVEL OF CONCERN

Email of concern sent home to parents highlighting the need to change behaviour

THE TIERED SYSTEM DOES NOT EXCLUDE MORE SEVERE INCIDENTS THAT MAY WARRENT AUTOMATIC ESCALATED SANCTIONS