Welcome to this very special year! The second year of Peking University Experimental School’s intake of students, new teachers, and new parents!

This publication serves a guideline for all members of the Peking University Experimental School’s (PKUES) community, and it is hoped that the broad spectrum of topics and policy it covers will enhance your understanding of the school, and assist you in following procedural aspects, as well as give you a better insight into the professional expectations we collectively strive towards. This Faculty Handbook is available electronically on the teacher website, as well as in printed format. Please do take the time to read it, and to refer to it often. Becoming familiar with its contents will definitely allow you to concentrate on the most important aspects of our beliefs at PKUES – that being the quality of teaching.

Should this Faculty Handbook, or any other publication from our school contain any mistakes, or have ambiguous statements, the formal School Policy will always take precedence. As a professional teacher, and part of our school, I will assume that you will be familiar with the content contained here, should any misunderstanding of protocol occur during the academic year. Should you have any questions, please always feel free to ask. Your first line of contact should be your experienced colleagues then, your particular divisional Principal.

Embrace the school new year! Your students are so dependent on your experience and knowledge for their development, motivation and enthusiasm to be here, and to succeed. A school should be a happy and safe place for all. Enjoy the opportunities the school and the greater community can offer and provide. Explore the city, our host country China, and the neighboring destinations which are so easy to reach. But most of all, I do hope that you will share your expertise with passion, and allow yourself to grow professionally, in this rather unique, caring environment.

Wishing you a comprehensively successful year!

Dr. Rockey W. du Randt

Head of School

Peking University Experimental School

RR/September, 2017

Head of School

Rockey du Randt:

“A superior quality, holistic international education, with a bias towards academic excellence.”
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SECTION 1 – The School

Purpose of Accreditation

Accreditation is designed to encourage school improvement and excellence through a process of self-study, peer review and to recognize schools that provide high quality education based on a clear statement of philosophy and objectives and meet rigorous standards set by International Baccalaureate Organization (IBO).

PKUES is currently an IBDP World School.

Benefits of Accreditation

- Certification to the public that the school is a trustworthy institution of learning
- Validates the integrity of a school’s program and student transcripts
- Fosters improvement of the school’s programs and operations to support student learning
- Assures a school community that the school’s purposes are appropriate and being accomplished through a viable educational program
- A way to manage change through regular assessment, planning, implementing, monitoring and reassessment
- Assists a school in establishing its priority areas for improvement as a result of the perpetual accreditation cycle that includes: a) School self-assessment of the current educational program for students b) Insight and perspective from the visiting committee c) Regular school staff assessment of progress through the intervening years between full self-studies.

A. MISSION STATEMENT

The mission of PKUES is to provide its students with the opportunities, resources, instruction, and environment to pursue academic and personal excellence through an international school curriculum with an international orientation and to help them to become lifelong learners and productive, involved citizens in a changing, global society.

B. PHILOSOPHY

Schooling should be a multifaceted experience which results in students learning to think creatively and critically, to gain practical skills which will equip them for ensuing stages of education and life in general, to explore areas of interest (including themselves), and to learn to work with and appreciate other people. We recognize that in addition to preparing students for each successive stage of their education, schooling forms a significant chronological segment of a person’s life and, therefore, has its own intrinsic importance and value, a value beyond simply preparing for the next chapter or the next grade level. This lends an added significance and responsibility to all of the work we outline below. Our aim in every classroom is to create a dynamic and interactive learning environment with challenges and expectations appropriate to the complex world our students will inhabit.

We focus on the development of each student’s skills, sense of logic, and general academic and social discipline. Most importantly, we aim to foster a lasting love of learning which will extend outside the school curriculum, and beyond the student’s years at PKUES. Our students are inheriting a world in which the discovery, assimilation, understanding and management of information as yet undreamed of will be vital to them. Our goal, accordingly, is to reach beyond a content-oriented curriculum and to also provide students with the personal and academic skills, and intellectual confidence to apply knowledge thoroughly in solving new problems and situations. In doing so, we seek to take advantage of the many learning opportunities unique to the international school setting and, more specifically, to our location in China. Students at PKUES gain an understanding and appreciation of the diversity of nationalities and cultures which will prepare them to tackle the challenges of an increasingly interdependent world.
C. CURRICULUM—A BRIEF OVERVIEW

The curriculum at PKUES has been designed for this school—its students, its internationalism, and its Chinese setting. The academic program is based predominantly on The Chinese National System for Grade 1-9, then a combination of the IBO’s program methodologies, with curriculum materials, resources and teaching practices from Australia, the United Kingdom, New Zealand, Canada, South Africa the U.S. as well as international school bodies. Students engage in a wide range of interactive learning experiences, both on and off campus. These activities assist each student to develop a sound core of knowledge, a sense of logic, intellectual confidence, and life-long learning skills. PKUES also take advantage of the many learning opportunities unique to an international school setting and our location in China. Most importantly, the school aims to foster a lasting love of learning.

D. THE SCHOOL’S EXPECTATIONS OF THE STUDENTS

- We expect students to behave in a way this is conducive to a productive educational atmosphere. This means that students will not only strive to take full advantage of their own opportunities here, but also do nothing which might interfere with others striving to do the same.
- We expect students to respect their teachers.
- We expect students to arrive on time each morning ready to learn. This means that students have spent the necessary time on the previous day’s homework, have had sufficient sleep, and have had breakfast.
- We expect students to show consideration for others, and to tolerate and appreciate people from other races, creeds, and backgrounds.
- We expect students to work and play together harmoniously, to help others, and to show good sportsmanship in games.
- We expect students to show care for the property, building, and flora of the school, and to exercise responsibility appropriate to their age.
- We expect students to be honest.

E. WHAT STUDENTS CAN EXPECT FROM THE SCHOOL

- Students can expect the teachers and administration of their school to have their safety and well-being in mind at all times.
- Students can expect that their teachers will be devoted to helping them learn and grow.
- Students can expect teachers to approach topics from a variety of angles to insure that students with different learning styles will have every opportunity to visualize and grasp new curricular material.
- Although teachers may not always condone a student’s behavior, or agree with everything a student says or wants, students can expect teachers to listen to them, and to try to understand them.

F. CORE VALUES

- English as a common language builds a strong community and is a key to international mobility.
- An international school is enriched by its relations with the host country.
- A multicultural environment provides a broader world view and affords the opportunity to develop an understanding of – and appreciation for – diversity.
- A well-rounded education balances the academic, physical, social and emotional development of students, while taking into account their unique gifts, talents and abilities.
- A good education provides the individual with the tools, the confidence and the motivation necessary to excel in the face of challenge.
- Education is the shared responsibility of all members of the PKUES community: parents, teachers and students.
- An awareness of the consequences of one’s actions encourages personal and social responsibility.
- A community that nurtures a sense of belonging and individual worth, mutual respect and trust encourages character.
• We value an atmosphere of open inquiry tempered with a sense of order and consideration for others.
• We recognize the individual nature of each student, and value a community in which these individuals can learn together harmoniously.
• We value creative and inventive thinking, and the ability to approach problems from different angles.
• We value our opportunity to learn about China, our host country, and the importance of our Chinese teachers and staff who serve as our most important link to this country.
• We value the human relationships, which constitute our community and foster learning: relationships between teachers and students, between students, between teachers and parents, and between parents and their children.
• We value each parent’s positive involvement and contribution to the life of the school.

SECTION 2 – School Organization

ADMINISTRATION
Following is a brief listing of academic administrative and/or support positions supporting our programs and teachers:

Head of School: Dr. Rockey du Randt
Executive PA to the Head of School: Ms. Mona
Deputy Head of School & DP Coordinator: Mr. Lee Han
High School Principal & Head of IB Mathematics and Astrophysics: Mr. Eric Heim
Lower School Principal & Didactic Training: Mr. Gregory Watt
Head of IB Mandarin: Ms. Sheryl
Head of Sport & CAS: Ms. Melanie Forbes-Harper

ORGANIZATIONAL CHART – Please kindly refer to the school website and your Divisional Handbook

SCHOOL CALENDAR – Please kindly refer to the school website and your Divisional Handbook

Please kindly note well:

There are three major types of calendars. The first is the most important and “set in stone”, with the exception of natural disasters, pandemics, etc. Any possible changes are solely at the discretion of the HOS, in consultation with the Principals.

This is the formal Academic Calendar. It includes all academic dates, formal school events, PD days, holidays, public holidays, etc.

The Theater Booking Calendar, and the Athletics and Activities Calendar is an extremely dynamic and useful tool.

It is critical to cross reference these calendars if you plan to propose a new scheduled event.

All these calendars are available to all, only the Principals and Technology Coordinator have access to make changes or corrections. The Theater Booking Calendar is facilitated by the Head of Arts, while the Athletics and Activities Calendar is facilitated by the Head of Sports. (In each case all changes are cc’d to the Principals and the Technology Coordinator).

THE SCHOOL DAY & CLASS SCHEDULE - Please kindly refer to the school website and your Divisional Handbook
GATE ENTRANCE PROCEDURES FOR SCHOOL CAMPUS

Entries and exits will be recorded in the following ways:

- Anyone not carrying their ID card will need to sign in to the Guest Book
- All parents will be required to sign in and sign out in the Guest Book but will also have the opportunity to obtain an ID card that will permit them to card in and out.
- Parents who are picking up children at any time during the day will need to first record their intention to remove their child from school at the appropriate school office, then record their children’s checkout at the gate upon exit as well
- Middle and high school students will be required to sign out, and may do so only if they are approved to leave campus, subject to school rules on student entry/exit

Keys / Security Identity Card

Classroom keys are issued by the Principals (or their secretaries). Security cards that allow entry on the campus will be given out at the beginning of the school year. It is expected that all members of our faculty and staff wear their Security Identity cards while on campus. By logging in each morning and logging out at the end of the school day, we are able to track who may or may not be on campus, should an all campus emergency arise. All visitors to our campus will be asked to sign in at the guard house, and wear their visitor’s card during their visit.

Employee Acceptable Use Agreement for Computers/Internet/Telecommunications

Please kindly refer to Section 5: Computers and Network use

EMERGENCY EVACUATION PROCEDURES

Fire Evacuation Plan

Should there be a fire in an area of the school:
- A staff member should proceed to the nearest fire alarm and activate it. Should the fire alarm system fail, the staff member should report to the HOS Office to activate the main alarm system.
- Maps of escape routes and the locations of fire alarms are on display in classrooms and around the school
- All members of the school community must respond to all fire alarms

If you are inside classrooms, teachers should:
- Close all windows
- Not turn off air conditioners or computers
- Leave the room
- Proceed to the field via the designated escape route
- If the escape route is blocked, take the nearest safe route

If you are outside classrooms but inside the building
(This includes recess and lunchtimes)
- Proceed to the evacuation site via the route which allows quickest evacuation from the building.
• Students without a teacher or TA should join with another evacuating class
• Adults must check rooms and corridors en route in order to ensure that all children have been evacuated

If you are outside the building
• Proceed directly to the evacuation site (school field)
• Do not re-enter the building

Behavior when evacuating

• Talking is not permitted when proceeding to the evacuation area and while registration is occurring. All students, staff and visitors must remain silent at these times. A signal will be given when talking is permitted.
• Classes should proceed to the evacuation site in single file.
• Any visitors, children separated from their class or other individuals should be collected by an evacuating group and taken with them to the evacuation site.

Evacuation Site
• The evacuation site is the school field.
• When classes reach the evacuation site, they must line up with their classes (lower school) or grade level.

Upper School staff shall follow the guidelines as distributed by Principals.

Marking of Rolls
• Staff members should mark the roll and account for all their students.
• The completed roll list should be given to the secretary

Visitors should move to the goal posts closest to the swimming pool.

The roles of the following staff are as follows:

The Principals
• Bring a mobile telephone to the evacuation area. Coordinate all activities at the evacuation site.
• Receive status reports from the coordinators, office secretaries, and other designated persons. Make emergency phone calls as needed.
• Coordinate all action plans, including any decision to evacuate to outside the safe haven.
• Perform the roles of the HOS in the event of his absence.

Human Resources Director / Business Manager
• Contact the local Emergency Services
• Bring a mobile telephone to the evacuation area.
• Bring emergency information to the evacuation area.

Nurses
• Bring a first aid kit and stretcher to the evacuation area.
• Bring emergency kit (Emergency Services and local hospital phone numbers and medical details, to the evacuation area.
• Coordinate the care of injured people.

Security Guards
• Close the campus to all vehicles, except emergency vehicles.
  Maintain the security of the campus.

Bomb Threat, Armed Intruder, Imminent Danger

In the event of a bomb threat, the person receiving the call will report the call to the HOS, try to keep the person talking, and fill out the Bomb Threat Report Form which is located at the Secretary to the HOS’s office.
The administration will sound the fire alarm, and the school will be evacuated using the usual emergency evacuation procedures.

Armed Intruder or other immediate danger

1. Any person finding an armed intruder or any other immediate danger will immediately inform the school’s administration.
2. Administrators and /or designate shall move through their divisions and inform teachers. Teachers will check the hallway for passing students then close and lock their classroom doors and direct students to take cover on the floor, preferably under desks or anything providing cover. Try to keep the students out of sight, and keep them quiet. Teachers will not search for missing students.
3. Upon securing the classroom, teachers will also remain on the floor until further instructions are received.
4. The administration will summon assistance. When the danger has passed, the administration will issue further instructions by word of mouth. Teachers should be prepared to evacuate their students to the evacuation site, as directed.

Imminent threat to security

1. In the event of an imminent threat to the school’s security, for example very severe weather conditions or civil disturbance, the administration will issue a signal by word of mouth.
2. On hearing the signal, if necessary teachers will evacuate their students in an orderly fashion a location, designated by an administrator.
3. Students and adults will be registered using the usual emergency evacuation procedures. Teachers and Students will wait quietly for further instructions.

Emergency Closing Procedures

The HOS will make the decision if school needs to be closed due to an emergency situation. You will then be contacted and informed of the school closing. You may be asked to contact other members of the school community. In this way the school can insure a rapid response to an emergency situation. It is therefore imperative that you provide the main office with your mobile number in case of such an emergency.
SECTION 4 – School Community Relations

Concerns about School Classroom Activity
Any specific concerns a parent may have regarding activities in their child’s classroom, shall first be discussed between the parent and the teacher, then if necessary with the Vice-Principal and /or Divisional Principal.

Concerns about School Personnel
Any concerns about school personnel shall first be raised with the Divisional Principal. After listening to the parent’s concerns, the Principal may deem it necessary to conduct a conference to provide a positive solution. If the matter cannot be resolved or appears to be of a serious nature, the Principal may arrange for a confidential hearing with the Head of School. In no case will complaints be made or discussed in the presence of students.

Concerns about Curriculum and Materials
Opinions differ about the appropriateness of certain curriculum offerings or instructional materials; from time to time an individual parent or a group of parents may take exception to a particular class textbook or library book.

Any school employee or Principal receiving a complaint about such matters shall refer the matter to the Head of School.

Teacher Parent Communication
PKUES encourages strong ties between home and school. In addition to parent-teacher conferences and school reports, teachers are also expected to utilize the following means to further promote a positive and successful relationship between the home and school.

Beginning of the Year Welcome Letter & Course Overview
Subject teachers are expected to send home a letter / syllabus with students on the first day of school. Some topics that would be appropriate for discussion would be as follows:
- a brief overview of their class and the year’s program, including major skills and content areas
- teacher expectations regarding behavior, academics, homework, etc.
- tips for student organization, including necessary materials/stationery

As with all formal school communication, this letter needs to be in a formal / professional format.

Updates on school Websites
Teachers are expected to use their webpage on the PKUES website to:
- keep parents aware of current activities in the Classroom;
- suggest helpful resources for parents, and
- highlight academic topics being discussed in class.

These websites should be updated weekly.

Letters for fieldtrips
Staff members should make sure that a letter is sent out prior to any school field trip that explains the rationale for the field trip as well as any necessary procedures and information related to student welfare, times and locations.

Parent -Teacher Conferences
There are scheduled conferences each year; however, teachers are free to arrange conferences with parents at any time. If you require the assistance of the program coordinator, the counselor, or Divisional Principal, let them know in advance. A translator (if required) can also be arranged, given sufficient advance notice.
Parent-Teacher and Student-Led Conferences (for the future, as from 2018)

Parent-teacher conferences are used to acquire an understanding of the student’s progress and to discuss any special circumstances and needs of the students. Parent-teacher conference days are scheduled for each semester of the school year. Should there be particular critical problems in the academic or behavioral performance of the student, a parent-teacher conference may be requested by either teacher or parent at any time.

Maintaining effective channels of communication between home and school is a shared responsibility for everyone in our community. Enabling families and teachers to have open and regular discussions regarding student learning is a major goal for the school. PKUES encourages families to contact teachers and the school’s administration whenever necessary. The school adopts an open-door policy and is happy to receive parents or guardians at any time. However:

• visits should be pre-arranged whenever possible in order to avoid any unnecessary disruption to the regular teaching program.
• If parents or guardians wish to come into classrooms they should make arrangements with the Class Teachers in advance.

HOME / SCHOOL COMMUNICATION

School to Home:

Frequent communication with parents is an important part of maintaining close relations between the school and the home, and teachers are encouraged to communicate regularly with parents. This can be done directly without involving the office.

Any written communication which may affect future dealings with the parents, such as notification of academic problems, should be photocopied and placed in the relevant student file.

Each week the Lower School, Middle School and High School will publish an electronic bulletin, all of which are designed to communicate general information about upcoming events at the school, and showcase various aspects of the school’s programs. On a monthly basis, a monthly Dragon News will be published in a magazine format to highlight the learning happening in our classrooms as well as to feature input from our experts on things such as curriculum, fine arts, athletics etc.

Note: Teachers and administrators should respond to any parent question, including e-mail queries, within 24 hours.

Frequent communication between the teachers and parents has been a much appreciated strength of PKUES in the past. This has often been accomplished through the use of a daily communication book set up for each student, however in the recent past email, classroom web pages and blogs have become common tools to maintain this link.

In terms of frequency of communication:

• Early Childhood classroom teachers (PS though Kindergarten) are expected to communicate with parents at least weekly, but in some individual cases even daily communication is needed.
• Classroom teachers in lower school grades (Gr. 1-2) and grade 3 are expected to communicate with parents of their students at least bi-weekly through the use of a general classroom newsletter (or other regular means) outlining upcoming events in the classroom, and highlighting various aspects of the program.
• Classroom teachers from Gr. 4 through Gr. 12 are expected to communicate with parents at least weekly, outlining assignments that are outstanding, as well as providing parents with access to student grades and other progress.

During the coming school year much of this task will be accomplished through use of Managebac. Further detail on this process will be added once Managebac is fully implemented. No report card should contain a failing grade.
without prior contact having been made with parents.

Home to School:

Parents may wish to communicate with teachers or administration, sometimes with complaints or concerns. Parents are encouraged to approach teachers directly with questions about homework, classroom management, or other classroom-related details.

Parents who call the office will be referred to a teacher before an administrator will hear a complaint.

When a parent refuses to meet with a teacher, the teacher will be informed (i.e., there will be no ‘anonymous’ complaints).

Professional Conduct and Communication in the School Community

Teachers are always welcome to approach the administration with suggestions or concerns. Neither teachers nor administrators should say anything disparaging about colleagues or policies to parents or any other community member. Such disagreements should be addressed internally.

As is the case in any good school, it is unprofessional and unconstructive to speak disparagingly about a colleague, or the school in general, to a parent or others in any public setting.

PARENTS ASSOCIATION (PA)

The PA also serves as a channel through which parents can communicate ideas for the betterment of the school to the administration and Board. It works in an advisory capacity only, however, and does not establish school policy. That is the domain of the administration.

The PA is not a vehicle to air individual parent concerns or a substitute for communication directly to the school. The PA uses the monthly Newsletter as its main form of communication. Any other memos to be distributed via students must be channeled through and approved by the Head of School.

Parents of students are by definition members of this organization. Any other adults with an interest in PKUES may join. PA will elect an “executive committee” to coordinate its activities. These elections normally occur in June, but can be called at any time by the executive committee. PA serves as a channel through which parents can communicate ideas for the betterment of the school to the administration and Board. It works in an advisory capacity and does not establish school policy.
SECTION 5 – Personnel

HANDBOOKS, PUBLICATIONS AND FORMS

All Divisional Handbooks, Publications and Forms are available on our intranet website as well as on our public website. (www.pkujx.cn)

- School Policy – School wide by the HOS
- Faculty Handbook – School-wide by the HOS
- School Admissions Office Handbook – Policies and Guidelines
- Each divisional Principal (LS, MS and HS) publishes their own annual Handbook.
- The DP Program, a sub-division of the HS, will also publish numerous guidelines and documents each year, including the historical statistical data regarding past IB DP results (once the program begins after Authorization).
- College/University Counseling Department Handbook and documents provides an extensive range of resources and information.
- Sports/University Counseling Department Handbook
- Theatre Usage Guidelines

Range of Forms used and available from the divisional secretaries (PA’s) or on our Teacher’s Network:

To easily communicate job requests and other requests to the many people who are involved in performing them, PKUES uses various forms for teachers and others to use. These forms may be paper based or electronic in nature.

Budget Request Form

Used for approval and acquisition of any item not ordered through the annual ordering process in November. These can be acquired from and returned to your principal’s secretary.

Job Requests

A teacher who would like to request a job to be done by the Operations Department, including repairs or other adjustments to classrooms, carpet or window cleaning requests, and so forth, should contact our Operations Officer, directly.

Health Insurance Claims Forms

These forms are used to make medical claims to the school’s health insurance company for medical expenses incurred.

Field Trip Proposal and Field Trip Consent Forms

These forms are used to make requests for approval of a Field Trip, and to gain parent consent for students to attend Field Trips.

Faculty Appraisal Instrument Form

This form is used as part of the Faculty Appraisal Process while working at PKUES. These will be provided to you by your principal.

Student Withdrawal Form

When a student withdraws from PKUES, this form should be used by the school to ensure that all formalities are completed, and all materials returned.

Leave Form

This form must be used to request (in advance) “non-emergency” leave from normal duties. Such leave includes personal leave, sick leave, bereavement leave, professional development leave etc.

FACULTY WORK DAYS

New faculty members are required to report to the school approximately ten days before school commences. Returning faculty must begin work approximately 5 days before school begins. Faculty could be required to remain at least three
CONTRACTS

a. Whether for new positions or for the replacement of vacancies, all contracts of employment must be approved by the Head of School before they are issued. Only a pre-approved, current contract template will be used. Teachers under contract with PKUES are prohibited by the Republic of China from accepting other paid employment. After a contract expires, it may be renewed or discontinued at the school’s discretion.

b. Salary Categories
PKUES hires and maintains a qualified faculty. The basis of initial qualification and salary is by certification or the equivalent, by highest degree earned, or by a combination of the two. In general, a teacher is initially considered qualified by meeting at least one of the following conditions.
- Bachelor’s degree or higher in education
- Bachelor’s degree in area of instruction and certification or equivalent in home country (Current certification or the equivalent is preferred; however, we understand that home country certification might not be maintained for a variety of valid reasons.)
- Master’s degree or above in area of instruction
- Prior experience indicating the ability to work with students and the community in a learning environment. (Preferably at least three years’ experience in the area of instruction.)

Salary Scales are openly available from the HOS Office.

PKUES faculty members maintain their qualified status through demonstrating the ability to actively and professionally contribute to student learning and the PKUES learning community at large.

c. Contract Renewal/Non-Renewal
Teachers who have completed their initial contract (usually two years) or a subsequent one-year contract may indicate their interest in committing to an additional one-year contract. If a teacher wishes to obtain an additional one-year contract, the decision to offer one is made by the Head of School.

If a teacher indicates an inclination to return but the administration does not intend to renew a contract for that teacher, the Head of School will normally notify the teacher by the end of November.

d. Contract Termination
The school can terminate a Contract of Employment for any of the following reasons:
- Visa difficulties (If the school is unable to obtain a visa, work permit, or other documents allowing the teacher to work as a foreigner in that country.)
- Necessity of evacuation due to natural disaster or political upheaval
- Incompetence in performance of duties
- Moral turpitude and/or gross misconduct
- Medical unfitness
- School enrolment numbers
- Falsification or misrepresentation of qualifications or other documents.

Termination of contract notices must be communicated in writing over the signature of the Head of School. Approval of the Legal Representative will be obtained prior to termination action.

If a teacher or administrator’s contract is terminated due to civil disturbance, reduction in enrolment, or other such issues outside of the faculty member’s control, the school will pay one month’s severance remuneration for each year of service at the school, up to a maximum of three months, and only for months for which salary has not already been paid. If the school needs to reduce total faculty numbers due to serious reduction in enrolment as above, the administration and the Head of School would make termination and retention decisions based on the school’s needs at each grade level.

If the school unilaterally terminates a contract for any cause other than gross misconduct or moral turpitude, the teacher or administrator shall not be under obligation to repay any salary or benefits paid by the school up to and
including the date of termination. The overseas-hire faculty member will be entitled to keep the annual airfare allowance that had been paid at the start of the school year.

e. Breaking a Contract
Any teacher or administrator who unilaterally terminates a contract before the full term will be obligated to pay up to one month of salary plus a prorated amount of the expenses incurred in bringing the faculty member (and family, if applicable) to the country, including recruitment costs. The teacher is also responsible to repay any salary/benefits paid in advance and/or forfeit any salary/benefits that have accrued, based on the current contract period. The teacher will also forfeit the entire final salary payment usually made in August following the school year in question. (See also, “Professional Conduct” below.)

f. Extra-curricular Duties and Responsibilities
All professional teaching staff is expected to contribute to the life and spirit of the school through involvement in the extra-curricular program. All faculties are expected to contribute a minimum of 40 hours of after school activity supervision during the school year (this approximately equates to a one hour ASA being supervised 2 times per week for one semester). The Principal is responsible for making assignments to insure that the program is covered each school year. Activities may include Service opportunities for students, extra classes, and other forms of interaction at the discretion of the Principal.

g. Faculty Classifications
As with most international schools, the PKUES faculty comprises overseas hire (OH/FH) teachers, local hire (LH) expatriate teachers, as well as host national staff. A separate teaching contract will be generated for each classification each year.

Overseas hire teachers are individuals who are nationals of countries other than the host country and who are recruited specifically to move from their current country to the school site country for employment, and are as such brought into the country by the school.

Local Hire expatriate teachers are trained teaching professionals who happen to live, or plan to live in Jiaxing at the time of a contract offer or at the point that the contract will begin. Local Hire expatriate teachers are generally not eligible for re-classification to Overseas Hire status. If a status change is requested the teacher must resign his/her post and wait for consideration of their credentials against other overseas hire candidates through the entire hiring fair season. When new contracts are issued, either to new or returning teachers, it is the prerogative of the school to re-classify a teacher to local hire status if the teacher’s current circumstances so warrant.

Host Country National Staff are teachers who are PRC citizens and who do not hold a four-year or advanced degree or teaching credential earned in an English-speaking country.

Part-time teachers are entitled to benefits approximating the percentage of their work load.

h. Resignation of teacher
In the event that a local hire teacher must resign due to spousal relocation, the administration may offer housing support if this might allow the teacher to complete his or her contract. Should a situation arise which compels the employee to break the contract, as much notice as possible must be given by the employee so that the educational program is disrupted as little as possible. In this connection, when a teacher prematurely severs a contractual relationship with the school, the timing of the teacher’s replacement will be at the school’s discretion.

i. Employment applications and credentials
Misrepresentation of employment credentials, health records, and/or references will be grounds for immediate termination of contracts and the immediate cancelation of benefits.

j. Airfare allowances
Most overseas hire teachers will have an airfare allowance stipulated in their contracts. RMB 15 000. To obtain this allowance, teachers will be required to present a receipt for the ticket and boarding passes used to the Business Office for tax purposes. Children of overseas-hired (OH) teachers accompanying them in Jiaxing are eligible for an additional annual allowance of $500 for children up to age 2, and $1000 for children two years and older. Each full-time OH teacher may claim for up to one child for this allowance, if applicable.
k. Tuition waivers
A tuition waiver will be granted to up to one child* per full-time, overseas-hired teacher. Additional school expenses beyond tuition will be the responsibility of the parents.

*Note: once benefits are requested and approved for a child, all or part of these benefits may not be reassigned to another child or dependent at a future date.

l. Housing Allowance:
PKUES Jiaxing provides a Housing Allowance for all Foreign Hired teachers.
- RMB 2,500 per teacher per month (double for a teaching couple).
- PKUES will provide the deposit, agent’s commission (half a month’s rental) and three months’ rental in advance.
- The Head of School will personally choose and inspect the housing on behalf of the incoming teacher/s.
- This rent allowance of RMB 2,500 will be more than enough for a quality, furnished and equipped, 2 bedroomed apartments in a secure compound in Jiaxing.
- The money advanced by the school will be repaid as such:
  i) The teacher will not receive their housing allowance for the first three months, as this has been paid to the Landlord in advance. They do not pay rent during this period, as it has already been paid.
  ii) From the fourth month, RMB 2,500 will be paid with the teacher’s salary into their local bank account, of which the teacher will need to pay their Landlord the monthly rental.
  iii) This will leave the deposit and agent’s fee. This will be absorbed by the teacher at the end of the first year of the teacher’s service, as a salary deduction. By doing it this way, the eventual deposit is refunded directly to the teacher at the end of their tenure, by the Landlord.

- Should a teacher eventually in subsequent years choose a cheaper or more expensive apartment, they will still receive the standard RMB 2,500 in full. ONLY AFTER THE FIRST YEAR.
- As from the 2017-2018 school year, two bedroomed apartments will be available on campus at a nominal fee of RMB 1,200 per month. Should a teacher choose such an option, they will still receive their full RMB 2,500 per month, and may keep the balance of their Housing Allowance.
- This is to provide all teachers the option of either on campus or off-campus accommodation, based on personal choice.
- Any misunderstanding or clarification needed, please speak with the HOS.
- Please note that pets are not allowed in school housing or without the landlord’s permission.
- All dwellings will be equipped by the school or landlord with beds, a dining room table and chairs, seating for a living room area, air conditioners/heating units, a clothing cupboard for each teacher, a refrigerator and cook top, and a water heater. Teachers are responsible for the school and landlord-owned items in school provided housing.
- Teachers in school-owned housing can make repair or maintenance requests in writing at the school office or, in the case of apartment buildings, can make these requests on site. Teachers are expected to return houses at termination of their contracts in the same (or approved) paint color and condition as the houses were at arrival.
- Teachers will be expected to pay their bills on their own. The school accepts no liability for problems encountered due to late payments. The tenants of school-rented houses are ultimately responsible for any charges levied by utilities companies. School secretaries or aides should please not be asked to serve as an intermediary or to handle payments for bills, including airline tickets or other items which teachers may have delivered to the school.

DRESS CODE

Teachers’ appearances should reflect their professionalism and competence. As the school serves students and parents of vastly differing customs and experiences, it is important to ensure that the image it projects is appropriate and not alarming. Women should wear slacks, skirts, or conservative shorts along with shirts or blouses which would be appropriate wear for a nice hotel luncheon, at least. Men should wear slacks, leather dress shoes with socks, and button-down shirts or golf/polo shirts with collars. Both genders should not wear jeans, sandals, T-shirts, or tank top shirts. As it would send confusing or alarming signals to parents of some backgrounds, teachers should not wear jewelry, ornaments, or clothing which detract from a calm, professional appearance; and men, in particular, should not sport earrings or pony tails at school.
TEACHER WORK TIMES

Teachers are essentially "on duty" from 7:30 A.M. to 5:30 P.M. at a minimum every school day. In addition to their teaching responsibilities, teachers will assume other duties which may include recess and lunch duty, before and after school bus duty, hallway, cafeteria and library supervision, serving as an advisor to a club, coaching or moderating after-school activities, attending all school assemblies and faculty meetings, and working on committees in areas such as improvement of instruction, peer observation, accreditation, and general curriculum work. Attendance at after-school events, such as Open House, Back-to-School Night, dances, and other special school and PA events and programs, is expected.

GENERAL RESPONSIBILITIES AND DUTIES

Extracurricular Activities

Full time faculty are required to do at least two direct (2) extracurricular activity sessions each semester, and the requirements for part time staff will be on a prorated basis to be determined by the Divisional Principals. Sessions run from 3:30 until 4:30 and teachers are responsible for student supervision until all students have been collected from school or have gone to some other supervised activity. A schedule for the year will be developed during the school year to ensure that a wide variety of appropriate activities are offered to meet the differing interest and developmental levels of the student body. Teachers may of course propose to offer an additional extracurricular activity. Details of after school activities will vary by division.

Recess, Lunch, Morning and Afternoon Duties

All staff will be required to supervise one area of the school as per the schedule developed at the beginning of the school year. It will be the responsibility of the staff member to find a replacement if they are absent or have a conflict with another activity (meeting with student, etc.). Although staff members will have specifically assigned duties, staff members are on duty at all times and are expected to contribute to developing a positive environment within the school.

BUS DUTY:

All teachers are assigned to various roles regarding bus duty, which is considered one of the highest priorities of the school day. (Currently not required by teaching faculty).

Please kindly refer to your Divisional Handbook and your Principal’s directives

DRUGS, ALCOHOL AND TOBACCO

PKUES campuses are non-smoking, drug-free environments. We will occasionally have teacher and/or parent events on campus at which wine, beer or other beverages may be served. However, consumption by students is never allowed. PKUES has a “zero tolerance” philosophy when it comes to illegal drugs such as marijuana, ecstasy, or other controlled substances.

SUBSTITUTE TEACHERS

Illness: As soon as a teacher knows that she/he will be unable to be at school in the morning, the teacher should call the Principal, preferably the evening before (but not later than 9 P.M. or by 6:30 AM). Teachers should leave lesson plans for at least three days in an accessible place in their desks; these can then be passed on to the substitute in case of unexpected absence.

Wherever possible, PKUES will endeavor to cover absences with internal coverage. Occasionally administrative staff will be asked to substitute, and in some cases Lower school specialist classes may be cancelled or rescheduled due to the teacher’s absence. As a general rule, substitute teachers will not be hired for specialist teachers at the Lower school level. PKUES
teachers will occasionally be asked to assist in covering classes when a substitute is not needed for a full day of teaching, or when substitutes are not available.

Planned absence: in some circumstances teachers are eligible for leave. The Leave Form will is available in the HOS offices.

**Substitute Planning Policy**

The following guidelines are meant to clarify both the philosophy and policies associated with developing substitute lesson plans for PKUES. The over-riding philosophy is that a substitute period should aim toward being a purposeful learning period.

**Emergency Lesson Plan**

When possible, teachers will provide detailed lesson plans for substitute teachers. However, in some cases, teachers have to leave with little or no notice, and for that reason, each teacher should develop an *Emergency Substitute Lesson Plan*. This should be an activity, article, or task that is related to your field or subject, but not necessarily related to any particular unit of study – since you will never know when this absence will occur.

**High and Middle Schools:** Lessons should cover the length of the class. You should develop one that is suitable for each grade/subject level you teach.

**Lower School:** The lesson should specify multiple activities covering the approximate time of your core instructional time for one day.

**Regular Substitute Lesson Plans**

In most cases, teachers will know when they will be absent. The teacher should prepare by having written lesson plans for each class that clearly define:

- time, grade, subject, and attendance procedures
- resources needed (worksheets, overheads, DVDs, etc.) All resources should be prepared/reserved in advance so that this is not the substitute’s responsibility
- other duties (bus, lunch, recess, etc.)
- tasks to be completed by students, including any time limits
- homework, what needs to be handed in, or will be collected in the future

In all cases these lesson plans should either be emailed or photocopied to the grade level leader/team teacher (with an additional copy left in the teacher’s desk in the classroom) so that these plans are easy to locate.

Teachers should be aware that each substitute will fill out the PKUES *Substitute Evaluation Form* after each day of substituting on our campus. As an organization, we are continually trying new substitute teachers. Principals will appreciate any teacher input into the effectiveness of the substitutes by filling out the *Feedback on Substitute Teacher Form* which is located on the Teacher’s Network directory.

**SUMMER SCHOOL PROGRAMS**

PKUES usually offers a summer school program during the months of July. Generally, the program includes on site Academic Camps, ESL Camps, and Fun Camps & and a variety of Overseas Academic Camps for older students.

**TEACHER AIDES PLACEMENT**

Teacher aides are placed in accordance with the needs of the school. Teachers are asked to evaluate aides and may make requests for specific aides to be assigned to their classrooms. Similarly, aides may request specific age groups or teachers to work with.

However, it is the responsibility of the Principal in consultation with the Head of School to make final placement decisions. It is often a difficult task to balance the many requests teachers and aides make, and flexibility and understanding are
appreciated. If a teacher feels that her/his aide is not performing adequately, the teacher should first make suggestions and recommendations to the aide, and subsequently, document any deficiencies with the Principal.

It is the responsibility of the Head of School and/or Principal in consultation with the Operations Manager to evaluate all of the staff. Teachers are asked to understand that although the aide works most closely with a teacher, the aide is directly responsible to the Principal and Operations Manager. Teachers shall not become involved in any salary, contract renewal, or other such negotiations with aides.

**TELEPHONE CHAIN**

In an emergency, it may be necessary for all PKUES families to be contacted by telephone. The chain starts with the administration and will proceed as determined by the building principal. It is important that teachers notify the school office if there is a change in their address and/or phone number during the school year.

**TUTORING**

The Chinese government issues work permits and residence visas to our teachers to teach at PKUES. These work permits do not authorize teachers to take on additional employment from employers other than PKUES.

We believe that teaching at PKUES is a full-time job. We feel that teachers who take on additional jobs, whether tutoring, playing jazz saxophone at a local bistro on a regular paid basis, or otherwise engaging in employment outside of the school will reduce the time and attention spent on teaching at PKUES. Further, we believe as a school that our program includes extra attention and help from teachers, without extra pay, to insure that students are successful.

In recognition of the points above, be aware that full-time employees of PKUES may not work for another employer. By “work for”, we mean engage in a professional arrangement which involves payment of any kind. Therefore it is not permissible for teachers to engage in paid tutoring arrangements.

**REIMBURSEMENT**

The school will reimburse teachers for **pre-approved, receipted expenditures only**. Fa Piao, not receipts must be provided for purchases in the PRC.

**STAFF ETHICS**

An educational program of high quality requires the services of men and women of integrity, high ideals, and sensitivity in human relationships. To maintain and promote these essentials, all employees of this school are expected to set high standards for their behavior within the school community.

The school expects members of the teaching staff to be familiar with the code of ethics that pertains to their profession and to adhere to it in their relationships with parents, students, colleagues, and the community.

The school also expects employees to remember that children learn from the examples they see around them, not only from the school curriculum. It is therefore every staff member’s responsibility to set only the best possible example for the young people in the school.

Specifically, the following policies shall apply:

- **Rumors:** Heard something along the grapevine? Concerned? Want to know the real facts?
  - Please ask a Principal or Head of School.

- **Indebtedness**
  An employee shall pay each just financial obligation in a proper and timely manner, especially one imposed by Chinese Law. Employees are obliged to observe the laws of the Chinese government, including laws pertaining to income and tax obligations.
**Conduct**
Employees of the school have the contractual obligation to conduct themselves at all times in such a manner so as not to jeopardize their teaching/work permit or to bring discredit to the school.

**Conflicts of Interest**
Employees shall not at any time engage in any employment that would affect their usefulness as employees in the school, would make time and/or energy demands upon the individuals which could interfere with the effectiveness in performing their contractual duties, would compromise or embarrass the school, would adversely affect their employment status or professional standing, or would in any way conflict with or violate professional ethics. Employees shall not engage in any other employment or in any private business during the hours required to fulfill assigned duties for the school.

**Staff Gifts and Solicitations**
*Please see School Policy*

**Staff Relations with Host Country**
Employees shall at all-time act in accordance with the laws of the host country. Employees shall at no time through disrespectful speech or behavior bring either themselves or the school into disrepute with the people and government of the host country.

**Responsibilities during School Sponsored Activities**
On a school sponsored trip and/or activity, the employee / adult supervisor will act in a manner consistent with what would be expected of a -judicious parent/guardian]. It is expected that the teacher sponsor / adult supervisors will ensure proper and safe student conduct by providing proactive participation and visible presence. Additionally the employee / adult supervisor is responsible for the supervision of students from departure to return, and will hold himself/herself accountable to the normal standards of professional and personal conduct.

**STAFF HEALTH AND SAFETY**
The school recognizes the need to provide a safe and healthy environment for all students and employees. It is the policy of the school to make every reasonable effort in the areas of accident prevention, injury protection and the promotion of health, safety, and welfare of all students and employees.

**The School Clinic and Accidents**
Nurses are employed by the school. All injuries considered even remotely significant should be sent to the school clinic for treatment by the school nurse. The nurse will determine if and when a student needs to be taken to a local clinic for further treatment. **The nurse is the only person that can dispense medication.** The nurse can also provide detailed class medication, First Aid Kits, for field-trips upon request.

**TEACHER APPRAISAL SYSTEM**
At PKUES, we believe educators must keep abreast of international trends and research in education, continuously growing as professionals and improving our teaching expertise. In addition, we recognize the need to evaluate and be accountable for our effectiveness in the promotion of student learning. We feel professional growth is best fostered in an honest environment characterized by trust, common purpose and support. Furthermore, the educator should have ownership of his/her professional development and be given support and resources to facilitate ongoing professional growth.

The PKUES Teacher Appraisal Model uses various standards and benchmarks which are described in the Divisional Handbooks.

**COMPUTERS AND NETWORK USE**
E-mail use and Technology Resources: Use of e-mail or other software has the potential to take too much of the teacher’s attention drawing them away from their primary objective with their students. To that end, teachers are expected to refrain from using their computers for personal use when students are engaged in learning activities in the classroom.
During these times, the teacher should be monitoring student’s progress, working individually with students or providing direct assistance to ESL learners. Teachers should never use their classroom computer for e-mail, internet browsing, or other personal use during school hours, except during recess and lunch breaks. It is inappropriate for a teacher to be sitting at a classroom computer while there are children in the classroom, unless they are using the computer as a teaching tool and students are involved.

Principals are expected to monitor this issue closely with their staff. We expect all teachers and administrators to respond to e-mail or other messages from parents within a 24-hour period.

**Administrative Communication**

Administrators shall not send time-sensitive information through email, unless it is deemed to be appropriate in the case of an emergency. Administrators shall not use email as the sole means to deliver disciplinary communication to staff.

**Teachers**

Classrooms will be supplied with a computer which the teacher should primarily use for work-related Internet access, word processing, and student assessment/ reporting procedures. The school’s internet use is managed by the Acceptable Use Policy which details the primary purpose of the internet connection to support the educational program of the school.

A written request should be made to the Campus Technology Coordinator for any further software to be installed on the teacher’s classroom computer. For any technical assistance with the computer, a technology support request should be made via the helpdesk.

The school owns various computer peripherals (digital cameras, projector, and so forth), which are available for school-related projects by teachers. These items are not to be taken off campus unless the Head of School or Principal has granted explicit permission. (Please see Policy for School Equipment). Please note: loss or damage to any of this equipment mostly becomes the financial responsibility of the person who signed it out. All technology equipment can and must be checked out by technology staff in Destiny.

**Etiquette and judgment must be used when distributing electronic information. Please take note of the following when using the school’s network facilities:**

The use of the Internet in school to solicit or sell goods or services or to access inappropriate Web site is strictly prohibited, except for in approved venues or circumstances. Teachers are asked not to send time-sensitive information over email. Teachers should refrain from sending any “TO ALL” emails to campuses other than their own. Whenever sending a group email (e.g., to staff or teachers) the sender should use to BCC field for addressing recipients, thus preventing unnecessary whole group responses from recipients. Staff should not use email to criticize or complain to others. Face to face, or written communication is preferred.
Facebook, MySpace and Social Networking in General

While PKUES does not currently have a policy preventing teachers from using internet-based social networking sites such as Facebook and MySpace, we do remind teachers to be extremely cautious and remain aware of the potentially career-threatening impact of sharing personal information on such sites. PKUES makes the following recommendations to teachers on the use of social networking sites:

- Never use your school email address to register at a social networking site such as Facebook or MySpace as non-members can often search for you using this email address and you will then receive email from these sites in your school email which is a violation of the schools’ network use policy.
- Don’t add students as friends and don’t become friends of students through social networking sites.
- Most importantly, never post information or pictures that you would not want students, parents or future teachers to find. Regardless of the privacy settings you set, it is likely that someone will find something that you don’t want them to find.

Teachers are reminded that PKUES can and does review the websites visited by the users of the computers on campus

All students and their parents from Grades 1 through 12 are required to review and sign the Computer User Guidelines at the beginning of the school year.

Employee Acceptable Use Agreement for Computers/Internet/Telecommunications

Terms and Conditions
The intent of these regulations is to provide employees with general requirements for PKUES computers, networks and Internet services. These regulations may be supplemented by more specific administrative procedures and rules governing day-to-day management and operation of the computer system.

These regulations provide general guidelines and examples of prohibited uses but do not attempt to state all required or prohibited activities by users. Employees who have questions regarding whether a particular activity or use is acceptable should seek further guidance from their evaluator.

Failure to comply with these regulations and/or other established procedures or rules governing computer use may result in disciplinary action, up to and including discharge. Illegal uses of the school computers will also result in referral to law enforcement authorities.

Access to School Computers, Networks and Internet Services
The level of access that employees have to school computers, networks, and Internet services is based upon employee-specific job requirements and needs.

Acceptable Use
Employee access to the PKUES networks and Internet services is provided for administrative, educational, communication and research purposes consistent with our educational mission, curriculum and instructional goals. General rules and expectations for professional behavior and communication apply to use of the school computers, networks and Internet services. Employees are to utilize the computers, networks and Internet services for school-related purposes and performance of job duties. Incidental personal use of school computers is permitted as long as such use does not interfere with the employee’s job duties and performance, with system operations or other system users. "Incidental personal use" is defined as use by an individual employee for occasional personal communications. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules.
Prohibited Use
The employee is responsible for his/her actions and activities involving PKUES computers, networks and Internet services and for his/her computer files, passwords and accounts. General examples of unacceptable uses which are expressly prohibited include but are not limited to the following:

1. Any use that is illegal or in violation of other board policies, administrative procedures, including harassing, discriminatory or threatening communications and behavior, violations of copyright laws, etc.
2. Any use involving materials that are obscene, pornographic, sexually explicit or sexually suggestive
3. Any inappropriate communications with students or minors
4. Any use for private financial gain, or commercial, advertising or solicitation purposes
5. Any use as a forum for communicating by e-mail or any other medium with other school users or outside parties to solicit, proselytize, advocate or communicate the view of an individual or non-school related organization; to solicit membership in or support of any non-school-related organization or to raise funds for any non-school-related purpose, whether for-profit or not-for-profit. No employee shall knowingly provide school email addresses to outside parties whose intent is to communicate for non-school purposes. Employees who are uncertain as to whether particular activities are acceptable should seek further guidance from their evaluator or the Technology Coordinator.
6. Any communication that represents personal views as those of PKUES or that could be misinterpreted as such.
7. Downloading or loading software or applications without permission from the Technology Coordinator or Network Manager
8. Opening or forwarding any email attachments (executable) from unknown sources and/or that may contain viruses
9. Sending mass e-mails to school users or outside parties without permission of the Technology Coordinator or Network Manager
10. Any malicious use or disruption of PKUES computers, networks and Internet services or breach of security features
11. Any misuse or damage to the school computer equipment
12. Misuse of the computer passwords or accounts
13. Any communications that are in violation of generally accepted rules or network etiquette and/or professional conduct
14. Any attempt to access unauthorized sites
15. Failing to report a known breach of computer security to the Technology Coordinator or Network Manager
16. Using school computers, networks and Internet services after such access has been denied or revoked
17. Any attempt to delete, erase or otherwise conceal any information stored on a school computer that violates these rules

No Expectation of Privacy
PKUES retains control, custody and supervision of all computers, networks and Internet services owned or leased. PKUES reserves the right to monitor all computer and Internet activity by employees and other system users. Employees have no expectation of privacy in their use of school computers, including email messages and stored files.

Confidentiality of Information
Employees are expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.

Staff Responsibilities to Students
Teachers, staff members and volunteers who utilize school computers for instructional purposes with students have a duty of care to supervise such use. Teachers, staff members and volunteers are expected to be familiar with PKUES policies and rules concerning student computer and Internet use and to enforce them. When, in the course of their duties, employees/volunteers become aware of student violations, they are expected to stop the activity and inform the building principal.

Compensation for Losses, Costs and/or Damages
The employee shall be responsible for any losses, costs or damages incurred by PKUES related to violations of the School Policy, administrative procedures, and/or these regulations.

School Unit Assumes No Responsibility for Unauthorized Charges, Costs or Illegal Use
PKUES assumes no responsibility for any unauthorized charges made by employees or for any illegal use of its computers such as copyright violations.

Employee Acknowledgment Required
Each employee authorized to access PKUES's computers, networks and Internet services is required to sign an
acknowledgment form stating that they have read the policy and these rules. The form will be retained in the employee's personnel file.

ENGLISH AS A SECOND OR OTHER LANGUAGE (ESL)

The school will have students who enroll for which English is their second, or perhaps third or fourth language. PKUES will make every attempt possible to assist these students with acquiring proficiency with the English language as quickly as possible. Occasionally, there may be exceptions to this general guideline, especially in the early childhood grades (most notably pre-school, pre-kindergarten and kindergarten), where language acquisition happens at a rapid rate. Support for ESL students will be a combination of push in and pull out support. As PKUES is a school where differentiated instructional techniques are practiced across the grade spectrum and at all times, ESL support staff will often provide consultative support to the teacher in addition to students.

GUIDELINES FOR SUPERVISION OF STUDENTS

The safety and security of all students is our top priority, and effective supervision of the students by our staff is vital to maintaining a high level of safety. Teachers must be aware of the students in their charge at all times, and adopt a proactive stance to ensure that potential disruptions, or inappropriate actions by students are addressed before the can escalate. The following guidelines are offered to assist teachers in understanding the expectations in this area.

Playground Supervision

1. Classroom teachers should dismiss their students on time, not earlier than their scheduled recess time.
2. Teachers on duty should position themselves in a location that they can observe as much of the field and/or playground area as possible at all times.
3. The teachers on duty should remain with all classes until the last class is picked up by their teacher.

Classroom Supervision

1. Students should not be left unattended at any time in the classroom without adult supervision. If an emergency arises and the teacher must leave the classroom, they should step next door or across the hall and inform a fellow teacher that they must leave the class, and ask their colleague to help keep an eye on their class.
2. When students are moving from classroom to classroom, students should move in an orderly, quiet line under the teacher’s supervision. When students are returning from a specialist, the classroom teacher should collect them from the specialist’s class.
3. If a teacher is keeping students in from recess, they must be supervised and may not be left in the classroom unattended.
4. At the end of the day, all teachers are expected to walk their students to the busses or collection point at dismissal.

Assembly Behavior and Supervision

Behavior in our school assemblies and during all performances attended by students should reflect appropriate audience behavior that is suitable for the type of event they are attending. Teachers are expected to be in attendance with their class at all assembly performance unless their absence has been approved by their principal. Teachers are also expected to take a proactive stance when supervising students’ behavior in an assembly. For example, if students are talking or engaging in behavior that is inappropriate, the closest seated teacher should move to the students and speak to them in a constructive and appropriate fashion.

PKUES Leave Guidelines

A. Compassionate Leave (Overseas-Hire only): PKUES will grant the teacher ten paid school days’ leave in the event of the death of a member of the teacher’s immediate family (mother, father, brother, sister, son, or daughter) during the school year. This benefit does not extend to the spouse of the bereaved. In some cases, the health insurance policy may provide further benefits.

B. Maternity Leave: Up to twelve calendar weeks’ maternity leave will be granted to female teachers giving birth. Of these, up to eight weeks will be paid leave if the teacher is in her third or more year of full-time employment with PKUES.
period during which such leave may be taken can start no earlier than six weeks before the due date and can start no later than the actual date of birth, the total not to exceed twelve calendar weeks.

The leave must be taken in one continuous period, including holiday periods. The eight week paid leave period can begin no sooner than four weeks before the expected birth, and no later than the date of birth. (“Paid leave” is not applicable during a period when a teacher is already on leave, i.e., a holiday period.) Teachers in their first or second year can take up to twelve weeks’ unpaid maternity leave. Unpaid leave salary deductions are based on pro rata salary calculation, based on working days per school year as specified on the adopted school calendar for the school year in which the leave takes place.

A teacher who wants more than twelve weeks’ maternity leave should make a formal written request to the Head of School. If leave is approved, the teacher must submit her resignation effective the first day of the maternity leave on the understanding that employment will resume the following school year, or at such time as is agreed upon by the school and the teacher. In this case, no part of the leave will be paid. Unpaid leave salary deductions are based on pro-rata salary calculation, based on approximately 190 working days per school year.

PKUES does not provide paid leave for adoptions. Other benefits accruing to faculty children will be the same as for natural births. In both cases, benefits provided (health insurance, air fare, immigration costs and tuition waivers) will be limited to one child* per full-time, overseas hired teacher, or two children for a teaching couple. Children in excess of this would not be entitled to benefits and parents will be limited to two paid maternity leaves during their employment history within the ISF network of schools.

*Note: once benefits are requested and approved for a child, all or part of these benefits may not be reassigned to another child or dependent at a future date.

Teachers planning to adopt and obtain benefits must inform the Head of School and the Superintendent of Schools of their intentions when they begin the adoption process. Maternity leaves for adoptive parents as outlined in policy must have the same “lead time” the school would have in the case of a natural birth—a minimum six months’ advance notice so that the administration can plan for substitute arrangements.

C. Paternity Leave: To attend the births of their children, and/or to attend to tasks associated with the birth, male teachers may use three days, paid leave.

D. Sick and Personal Leave: Teachers are eligible for up to five days of paid leave due to illness and may take two paid “personal day” per school year. Absences from contractual duty days must be reported as leave regardless of whether students were present on the day leave was taken.

All requests for ‘personal’ leave must be made in writing, using the designated form, and which must be approved by or otherwise receive written approval from the Head of School. Teachers are responsible to arrange for an approved substitute teacher and provide her or him with lesson plans. Personal leave days may not be used to extend a vacation or long weekend. Requests for any additional leave time (i.e. unpaid leave) to take care of responsibilities and obligations that require the teacher to absent himself or herself from the classroom should be made in writing as far in advance as possible. If such a responsibility can be handled after school hours or on the weekend, of course, it should be so scheduled.

E. Recruiting Leave: An overseas-hire teacher in his or her third or more year of teaching, and also in the final year of contract, may request up to three days’ paid recruitment leave to attend an overseas recruiting conference while school is in session. Teacher’s needing additional days may use their one personal day or request unpaid leave. Leave requests of this type should cover no more than one day before or after the end of the recruitment fair. The request is subject to the approval of the Head of School. If a teacher takes time off for a fair and then ends up returning to PKUES for the following school year, then he or she will have permanently “used up” the paid leave time allotted for a recruiting fair or fairs. If in subsequent years that teacher requests leave to attend another recruiting fair, permission for the leave will be at the discretion of the Head of School, and if approved, the leave will be unpaid.

F. Professional Leave: The school may grant leave time for a teacher or administrator to attend a professional conference with direct relation to his or her job description. Teachers may be assigned a professional leave day to observe another
teacher at PKUES or elsewhere if it would be in the school’s interest; however, teachers and administrators should make every reasonable effort to minimize loss of instructional time by assigned teachers. Professional leave is not extended to teachers who need time to ‘catch up’ with responsibilities due to looming deadlines.

G. Cessation of stipend pay during leaves: When a teacher is receiving a stipend for some duty being performed at school, the stipend is not paid when that teacher is on leave.

H. Further clarifications: Leave requests must be made using the designated form. General information on the form, must be read and directions followed. Typical (“normal”) unplanned sick leave can be ‘called in’ the day before or as early as possible as per the School Policy. “Normal” unexpected “sick” leave does not require submission of this form. Employees should contact the designated divisional officer to report an absence as soon as possible. Emergency cover lessons must be provided by teachers. Any such unexpected ‘sick’ or medical leave that can reasonably be expected to exceed two consecutive days should be coordinated with the Principal, HOS, or other designated staff. Leave for unexpected, urgent personal situations will be considered from time to time. Such cases might include, for example, the illness of an immediate family member, unforeseeable government requirements, etc. Consideration can be made for these sorts emergencies. These situations must constitute a true urgency. This form must be used for such “sudden” but non-medical urgent situations. If it is not possible to complete and submit the form in advance, the employee must obtain written approval form the HOS in another form, and complete this form as soon as possible. This form must be used for any medical leave that is foreseeable, such as a non-emergency treatment, operation, or appointment. Aside from “normal” unexpected sickness, leave time is not approved until cleared by the divisional principal, then signed by the HOS and the form returned to the employee. Therefore, the Leave Request Form should be submitted to the Principal as early as possible but **no less than two weeks before the first day of requested leave**, except as otherwise explained herein. In all cases, leave will be “paid”, “unpaid”, etc. depending on the circumstances and the employees individual allowance and the discretion of the HOS. The granting all leave is contingent upon the context and needs of the school and its proper functioning. Leave (including “unpaid”) is granted as the discretion of the HOS and may not be granted if all expected procedures are not followed, if the functioning of the school would be impeded, or if the employee has exhausted all leave allowances, or for any other reason determined by the HOS. **Leave requests will generally not be granted for critical or scheduled event days and timeframes. These include, but are not limited to: the first and last month of the school year, parent conference days, faculty meeting days, student event days (concerts, field trips, etc.) exam weeks, the week before or after the end of semester, the day before or after a holiday or a weekend.**
SECTION 6 – Instructional Program

Please kindly refer the school’s official website for additional information.

HOMEWORK ASSIGNMENTS

Homework is an integral part of the school curriculum. Teachers will give homework as appropriate.

Pupils should be supported in finding a calm, quiet place to complete homework. Parents are expected to support and encourage, but should not need to help too much. If a child is struggling with a task or spends longer than the time allotted, parents should put a note in the homework book. If a child is unable to complete the homework, parents should note the reason. The following table identifies the normal expectations for homework at every level.

Homework Policy

Meaningful, regularly assigned homework is useful to reinforce what students learn in class, master skills, and develop individual interests. Homework is a learning activity that increases in complexity as the student progresses from grade to grade.

Whenever homework is assigned at the PKUES, it should supplement, complement, and reinforce classroom teaching and learning. Teachers should make homework assignments that require reasonable time limits for each age group.

Homework Practices

Homework plays an important role in the learning process and students are expected to complete homework and are expected to make every effort to complete homework according to teacher instructions. If homework is checked for “completion”, it may not be used towards a semester academic grade but that information should be used to develop an effort/work ethic grade, or give formative feedback related to student progress.

Homework that is for “completion” or self-checked in class, while not part of the semester grade, should be used to develop questions and discussions in class, student engagement (explaining to the class, working at the board, etc.) and allow the student to get meaningful feedback. This kind of assignment can fall under the category of “formative” work.

It is understood that some homework such as research papers, major projects and lab reports will be collected, graded by the teacher and used to develop semester grades. Such significant assignments can fall under the category of “summative” assessments. Alternatively, they can be considered to be “formative” according to appropriate pedagogical practices.

When homework is set, it needs to meet a number of criteria, which include the following.

1. Homework needs to be of a reasonable length.
2. Homework should be directly tied to the learning objectives and here should be a direct connection between homework and upcoming summative assessments.
3. The purpose of the homework and how the homework fits into the overall plan for the course should be clearly explained to students.
4. Homework must be addressed in some fashion once the students return to class and how homework will be addressed should also be outlined to students. For example, will the homework be collected by the teacher so that the teacher may comment on it, will the homework be self-assessed in class given a marks scheme or rubric, will the students complete a peer assessment of the homework or will the teacher go over the homework with students’

Students are responsible for contacting teachers to get assignments missed while absent for any reason.
Level guidelines for homework are the following:

Please refer to Divisional Principal Handbooks and Guidelines.

Homework should always be:

- Well planned and complementary to classroom learning
- Meaningful and challenging
- Clearly assigned with explicit due dates
- Monitored and marked accordingly
- Returned promptly with clear and sufficient comments

Homework should never:

- Introduce initial or new materials or skills
- Require extensive direction or help
- Be used as a punishment

THE HIGH SCHOOL ACADEMIC PROGRAM: Please refer to the Divisional HS Handbook

The International Baccalaureate – Please refer to the school’s website under HS – DP Program

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate Organization’s Diploma Program, created in 1968, is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world’s leading universities. The Diploma Program’s grading system is criterion-referenced: each student’s performance is measured against well-defined levels of achievement consistent from one examination session to the next. The IBO has shown, over the course of 30 years that students are well prepared for university work.

The program is a comprehensive two-year international curriculum, available in English, French and Spanish, that generally allows students to fulfill the requirements of their national or state education systems. The Diploma Program incorporates the best elements of national systems, without being based on any one. Internationally mobile students are able to transfer from one IB school to another. Students who remain closer to home benefit from a highly respected international curriculum.

The program was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view.

The curriculum contains six subject groups together with a core made up of three separate parts. This is illustrated by a hexagon with the three parts of the core at its center.

Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).
All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Program.

Note: This information about the IB Program has been obtained from the International Baccalaureate Organization (IBO) website at www.ibo.org

AS OF MAY, 2017, PKUES IS CURRENTLY AN AUTHORIZED IB DP WORLD SCHOOL

IBDP ADMISSIONS POLICY

IBO Mission Statement: www.ibo.org

The educational philosophy of the IBO is found in its mission statement:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The major aims of the IB are to:

- Educate young people to act intelligently and responsibly in a complex society;
- Ensure knowledge of traditional academic disciplines and of the individual’s own heritage, while fostering inquisitiveness and openness to new ideas;
- Equip students with a genuine understanding of themselves and others, heightening the capacity of tolerance and engendering respect for different points of view.

IBO Learner Profile:

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

IB learners strive to be:

- **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
✓ **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

✓ **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

✓ **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

✓ **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

✓ **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

✓ **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

✓ **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**Grade 11 Admissions:**

Students who enter the School in Grade 11 will have gained strong results in the MYP program of other schools, or transfer students will have achieved an acceptable academic standard at their previous school. Acceptance into the IB program is at the discretion of the HOS and the IB Coordinator. Considering that IB Diploma students will be faced with a range of new and unfamiliar subjects or subject names, they should read carefully the course outlines contained within this document. The IB Diploma Coordinator and IB Teachers will be able to answer all student questions. It is important, too, that students listen to the advice of teachers regarding choice of subjects. The IB Coordinator carries ultimate responsibility for the IB Diploma Program.

**PLEASE KINDLY REVIEW OUR LANGUAGE POLICY** in relation to qualifying for a place in our IBDP Program. Kindly also overview our SPECIAL EDUCATION POLICY.

**COST** The IB Diploma examinations [May] are not included in the annual school fee.

THE MIDDLE SCHOOL ACADEMIC PROGRAM: Please refer to the Divisional MS Handbook

THE LOWER SCHOOL ACADEMIC PROGRAM: Please refer to the Divisional LS Handbook
Professional Development

IB Training
It is the goal of PKUES that every staff member will receive training for every area of the IB curriculum in which they teach. Priority for this training will go toward new staff or staff members who have not received training for a new teaching assignment. Budgeting for this professional development will be handled by the HOS and the HS Principals.

Non-IB Related Training
Staff members are encouraged to seek out other professional development opportunities that may not be directly related to IB curriculum (i.e. ACAMIS, etc.). However, permission for these activities and the related financial support for these trainings must be submitted to the HOS via Principal’s prior to making any travel arrangements. School financial support for these activities, are outlined in the PD policy found on the application form.

Academic Freedom
Teachers should keep in mind that academic freedom is not a guaranteed pedagogic right, but rather a necessary condition for the successful practice of scholarship within a school sensitive to the norms and values of the host country. Teachers should also keep in mind the relative immaturity of their students, and the need for guidance in studying the issues and arriving at balanced views. Although the school intends to protect teachers from outside “censorship” or any restraints that would interfere with their obligation to pursue truth in learning, the school also expects controversial issues to be presented in a fair and unbiased manner; the maturity and intellectual grasp of the students must be taken into account. Academic freedom is not absolute, and must be subject to the following constraints:

- Academic freedom for a given teacher can only extend to questions and discussions within the area of the teacher’s own experience and expertise;
- The question of academic freedom does not extend beyond accepted norms of good taste and behavior.
- The exercise of such freedom must not violate the laws or regulations of our host country.
- Teachers should notify their Principal before introducing controversial issues to the classroom.

Curriculum beyond the Classroom

Field Trips
We believe that field trips are an important part of a child’s general education and encourage each class to take field trips. These trips are educational in nature and take advantage of opportunities to explore the local culture, take part in an athletic activity or familiarize ourselves with the local community. There may be additional transportation and entrance fees for these activities, if they are further than the greater Jiaxing area.

Parental permission is required for participating in field trips. Parents will be informed by the teachers in advance of any field trips their child will be taking and the rationale for the field trip should be included. A permission slip will be issued by the organizing teacher and must be signed in order for your child to participate in the scheduled activity.

Minimum student-chaperone ratios:
Grades Pre–3: 1 adult to 4 students
Grades 4-9: 1 adult to 6 students
Grades 9-12: 1 adult to 10 students

Community Service
Service to the community is immersed in the culture of PKUES and is referred directly in the school mission statement. It is our hope that our students will live up to these words through their actions as part of the Community & Service and Creativity, Action, and Service programs.
The Community Service program at PKUES has two major components

1. **Community and Service**

The PKUES and MS curriculum goals for students are as follows:

- To encourage responsible citizenship in the world outside of the classroom
- To increase the students’ awareness of the world around them
- To give students first-hand experience of altruistic activities
- To increase the students’ sense of responsibility and self-esteem
- To give students’ the insight into different social patterns and ways of life
- To allow students (outside of school) to use talents and skills developed at school and elsewhere.

2. **DP / Creativity, Action and Service, (CAS)**

The IB Diploma program, for the grades 11 and 12, (IB1 and IB2) also includes creativity, action and service (CAS). The CAS portion of the IB Diploma is similar, yet more challenging than the Community and Service portion of the MS program. A major difference is the involvement of the student in long term projects. All students need to participate in a long term project, thus enabling them to truly enter into a reciprocal relationship with someone and gain a wider understanding of the concept of service.

**Aim of CAS**

The aim of CAS is experiential learning and should: get the student involved in something outside of academics and allow them to stay involved with it over the two-year period, and to remain balanced and demonstrate their commitment to that activity.

**Curriculum Documentation and Development**

PKUES uses the MANAGEBAC program to document the curriculum for the entire school. Each staff member will be given a username and password that will allow them to view curriculum for their specific teaching assignment, as well as for all other areas of the curriculum. In the interest of continuity, it is important that all staff members use the existing documented curriculum for their teaching assignment. Suggestions for curriculum changes should be brought to the curriculum coordinators prior to any changes being made. All curriculum suggestions will be considered at a meeting of the full department or grade level involved, and the results will be reported to the Principal via the appropriate curriculum coordinators.

**Instructional Materials/ Resources**

The responsibility for the review and selection of instructional materials rests with the Principals as advised by program coordinator(s). The selection of new materials by staff should be thoughtful in order to insure a strong correlation to the existing curriculum. The annual ordering of materials for the following school year takes place in the spring in order to insure that materials arrive prior to the start of school.

**Inventory**

As part of the teaching assignment all staff are required to conduct and/or maintain an inventory of all teaching materials (textbooks, supplementary materials, etc.) that are contained in their classroom.

**General IB Resources**

Each teacher should be given a guide for the course and/or program they are teaching. Additionally, staff members will be set up with an account for the Online Curriculum Centre (OCC) which contains a variety of resources that are directly related to IB courses.

**Research Databases**

PKUES subscribes to various online databases that include a large number of resources to help students and teachers in the acquisition of support materials. Staff members are encouraged to use these resources whenever it is appropriate.
Work/Copy Rooms
The teachers’ workrooms are located on the second and fourth floors; these rooms are where the majority of teacher photocopying takes place. Additionally, each staff member will be given a mail box in this room. Staff should check their mail box on a regular basis. For confidentiality reasons, it is important that staff members do not send unsupervised students into the work room.

Laminating
Laminating facilities are available on site.

Photocopying
PKUES encourages teachers to photocopy material on both sides of a sheet of paper and to recycle paper by using the reverse side of unwanted paper if at all possible. Staff members are kindly asked to make sure their divisional office is made aware of any problems they are having with the copy machine in a timely manner.

Please Note: The nature of PKUES’s program necessitates the need for photocopying; however, uncontrolled or excessive photocopying is frowned upon and is likely to be rejected. Copying entire books, pamphlets, etc. for personal use is not permitted.

Assessment and Reporting Practices

Reporting Practices

Minimum Assessment Practices

- High School classes must include 3-4 major summative unit assessments per semester, approximately one per month.
- Teachers need to collect and assess at least one piece of work (formative or summative) per class per 10-day cycle
- ManageBac grade books must be updated at least once every two weeks.
- Students in the same course taught by different teachers need to have the same assessment opportunities and experience the same standard of marking to be in a position to obtain a similar grade regardless of teacher.

Lower School follows reporting practices as per the LS Divisional Handbook

ACADEMIC HONESTY

PKUES strives to educate students who produce genuine work, with self-reliance and integrity. Embracing the act of honesty while frowning upon the acts of dishonesty is a principle that we actively promote within the school community. In order to comply with the regulations, the school administration, coordinators, and teachers must provide information to students on the significance of academic honesty, and acts of malpractice.

It is expected that all students at PKUES will exhibit the highest standards of academic honesty. To this end, each year teachers will go over the guidelines for academic honesty. Cases of academic dishonesty, including but not limited to plagiarism, cheating during tests, allowing another student to copy work and helping to hide another student’s academic dishonesty, will be dealt with appropriately.

The consequences for academic dishonesty in the IBDP may result in removal from the program. Additional consequences may be assigned as the occasion warrants. To help students to be more accurate in their referencing of materials, PKUES has constructed an MLA citation guide.

Plagiarism: the act of using another person's ideas or expression in your writing [or in your oral presentations] without acknowledging the source. Plagiarism involves copying another’s sentences verbatim, repeating someone else’s particularly apt phrase without appropriate acknowledgment, paraphrasing another person’s argument as your own, and presenting another’s line of thinking as though it were your own.” Plagiarism deprives a student of an opportunity to learn, and is a serious issue as it represents a breach of trust between students and teachers.
Collusion: It is clearly stated in the Academic Honesty guide that collusion “is supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.”

Collaboration may be confused with collusion. You may in some cases be expected to collaborate (depending on the subject and the teacher). This does not mean both candidates’ content will be the same or similar; you can research and gather information together, but the perception and the ideology within the assignment should be your own original work.

Duplication of work: “is defined as the presentation of the same work for different assessment components and/or diploma requirements” by the IB. You are expected to produce a different piece of work for each of your subjects; you may not turn in an assignment that had been presented before, even if it is based on the same topic.

Proper Acts of Conduct

Commitment

Depending on the severity of the violations, consequences will differ. PKUES will expect you to accept the outcome of violating the rules.

Intellectual Property: Awareness of “forms of intellectual and creative expressions must be respected and are normally protected by law” For example citation, and acknowledgement of sources are a crucial part of assignments.

Authentic Authorship: is “based on the student’s individual and original ideas with the ideas and work of others fully acknowledged.” Proclaiming that all work of the student is authentic is an ultimate statement which will subsequently result in severe consequences if detected otherwise.

This MLA citation guide can be found in the Teacher Resources section of the PKUES website.

Grading System

Students at PKUES receive report cards four times per year. The assessment on the reports is directly reflective of the criterion established by the school’s curriculum programs. Please refer to your Assessment Handbook for further details.

Promotion/Retention of Students

It is the intention of the school to keep children within their age groups whenever possible. The decision regarding the promotion/retention in the class of a student shall be the sole responsibility of the Head of School. Consultation with the Administration, Admissions Office, teachers, parents, and students shall be held prior to a final decision. Prime consideration for retention of a student shall be his or her maturation in all areas. Review of possible candidates for retention shall begin as early as possible.

Graduation Requirements

Graduation from PKUES means that the student has satisfactorily completed the prescribed course of study. PKUES is a private school and as such is not subject to the graduation requirements of other national systems, specifically for the IBO programs. Requirements for graduation are established by the Board upon the recommendation of the Head of School in consultation with the administration and teachers. They shall be consistent with the stated goals of the school and the requirements for admission to institutions for higher education. The school will issue a graduation certificate at the end of grade 12 to each student who satisfies the following conditions:

1. Has been a student at PKUES for a minimum of one full academic year
2. Has met the expectations of Community Service or CAS to the satisfaction of the school.
3. Has met the school’s requirements on additional subjects/works such as a senior project or Extended Essay, and well as successfully completing the TOK course.

Please refer to the High School Divisional Handbook for details of the grade credit requirements.
LESSON PLANS
All teachers are expected to plan their classes adequately. The Principal will determine planning procedures individually, in light of subject taught. Year-long plans should be developed in conjunction with the PKUES written curriculum, and should be completed for Principals review prior to “Back to School Night” so that any necessary adjustments can be made. The Year Long Plan should be communicated in a “parent-friendly” format during Back to School Night, such as in a Power Point or other presentation format on the flat screen displays.

Written lesson plans for at least three days should be left in an accessible place in a teacher’s desk so that in a teacher’s absence a substitute will be able to step in and follow the plan easily.

Substitute lesson plans will be easily accessible and include everything a substitute will need for meaningful instruction. Note that a template for substitute lesson plans is available on the school website for download and completion.

LIBRARIES
Teachers of Preschool through Grade 5 should have regularly scheduled library visitation times, which they arrange with the Librarian. During these times, the classroom teacher and librarian will introduce library skills, share stories, and assist students with checking out books. Teachers can use their library time for research on class projects or allow the students time for browsing, checking out books, and reading.

Upper School teachers may also schedule visits to the library through the high school Librarian. Teachers may request that the Librarian conduct a special introduction to any aspect of library use in order, for instance, to prepare students for individual research for a paper or project. It is expected that High School teachers will ensure that students spend some time learning to use the library as a part of their course work.

LIBRARY MATERIALS SELECTION POLICY
1. Responsibility for Selection
Primary responsibility for the selection of materials for the PKUES library is delegated to the professionally trained Librarian who coordinates suggestions from the Principal, teaching staff, and PKUES library community of users. The Principal has final authority for approving school library material selections.

2. Procedures for Challenging Library Selections
A parent who feels that a book or books are inappropriate for the library can identify the book, note in writing the passage or passages or other reasons for which he or she feels the book is inappropriate, and submit this memo to the Librarian or the Principal. A committee comprised of the Librarian, teachers, Principal and a PA representative will review the challenge and determine either to keep the book in general circulation, limit its access, or remove it completely.
SECTION 7 – Students

Please note that the information below is related to student policies and is provided as guide for staff members. Some of this information has been taken directly from the School Policy as well as the Divisional Parent/Student Handbooks.

Admission requirements

Kindly Refer to the Admissions Department’s documents on the school webpage

All students are eligible for admission if it is believed that the school can meet their particular needs. Students with severe physical, mental or emotional handicaps cannot be admitted, unless, in the HOS’s judgment adequate provisions can be made. Applications for enrollment may be considered at any time of the year and will not be denied admission because of race, color, sex, national or ethnic origin, or religion. If a waiting list is necessary, qualified applicants will be admitted on a first-come first-serve basis as space becomes available. Prior knowledge of English is not required up to and including Grade 3/4.

Admission and continued enrollment will be determined by the HOS and the Director of Admissions, in consultation with the Principals. All students of appropriate age are eligible for admission based on the following criteria:

- If it is believed that the school has the capacity to meet the educational needs of the applicant.
- The potential of the applicant to benefit from the educational services provided.
- The ability of the applicant to meet the attendance and behavioral expectations of the school.
- Fulfillment of the school’s financial and medical requirements.

Please Note: The entire admission policy is available on the PKUES website under the Admissions link or in the Admissions Office.

Health Certificate and Immunizations

All students who enroll at the PKUES must have all proper immunizations against disease as well as all other health related requirements as spelled out in the application process.

For a more detailed description of our school medical policies and procedures, please refer to our school website under the Health Section.

Student Attendance

At PKUES we believe that regular school attendance is essential to the progress and achievement of the student. All students are expected to arrive at school on time and attend all scheduled classes. Not only does attendance reinforce and enrich the learning process, it also establishes patterns and attitudes that will carry forward into adult work habits.

Absences:
1. When a student is absent from school, parents should email their child’s teacher or advisor to inform PKUES of the student’s absence.
2. If a student’s parent has not contacted the school, PKUES will call home.

Late to School/Tardiness:
1. It is important that students arrive at school on time. Tardiness disrupts classroom activities and may result in a student missing critical learning which could affect his or her grades.
2. Students who are tardy must check in at the office in order to obtain a late pass before going to class.

Leaving School Early:
1. Students who must leave school before the end of the day should submit a parental note of explanation to their teacher / home room advisor at the beginning of the school day.
2. Parents arriving to pick up their son/daughter during the school day should report to the office so the student can be called out of class.

Planned Absences:
Parents are strongly encouraged to schedule trips during the published school holidays. While teachers can provide written assignments, these are a poor substitute for the instruction, discussion, and interaction of the classroom. If you must take your child out of school, please notify your child’s teachers at least one week in advance so assignments may be prepared.

Extended illness or injury:
In the event of an extended illness or injury, parents are kindly asked to communicate with the school office and/or their child’s teachers in order for arrangements to be made for missed work.

*If a student is absent for more days allowed by divisional policy during one school year, his or her promotion to the next grade will have to be reviewed by the HOS.

**Upper School students who arrive late to school or are absent from school and do not have an excuse will not receive credit for work missed.

DISCIPLINE POLICY
Beliefs about Discipline
A well-disciplined environment with clear expectations is essential in order that we may accomplish our most important role in instruction. At the core of our belief about student discipline is respect. By maintaining our lines of respect, most issues that we face can be handled with minimal disruptions to the educational program. PKUES offers the following guidelines and expectations to assist teachers in handling student discipline.

High expectations for respect and good citizenship by our students will result in less time being spent on reacting to adverse behavior. In other words, we get what we expect. Most behaviors we will come across with our students can be addressed under the statements above.

Discipline Process
All adults who are working in the school are part of the discipline process.

We expect that teachers try a variety of progressive interventions and consequences before they involve the Principal in their discipline process. Warnings, withholding of privileges (such as recess), and parent contacts, are all examples of interventions that a teacher might try before involving the Principal. If after these attempts have been tried, and the student is still having difficulties making good behavioral choices, then involvement of the Principal for discipline will be encouraged. When the Principal conducts a discipline conference with a student, this is the general process that will be used.

Step 1: Identify the Problem/ listen to the student’s side of the story
Why are you here?
What choices did you make that got you in trouble?
Do you understand why this behavior is inappropriate?

Step 2: Clarification of Expectations and Problem Solving
At PKUES, we expect students to . . .

The reason we expect this is . . .
How do you think you might handle this same situation in the future?

Would this course of action result in keeping you out of trouble?
Step 3: Assigning of Consequences

As a result of your choice today, your consequences will be as follows. . .

Note: Assigning of consequences will generally be:

- First Time Warning and clarification of expectations
- Second Time Withdraw privileges
- Third Time Withdraw more privileges and contact parents
- Fourth Time Possible short-term suspension from school.

Consequences will be assigned based on the seriousness of the offense, the frequency of the student’s inappropriate decisions on their own behavior, and the student’s attitude during the discipline process.

All interventions for discipline by the principal will be documented in the Principal’s office for possible future reference. Teachers are encouraged to also document any interventions with students. Documentation provides an excellent resource to use, should parents question actions with regards to discipline with their child.

Philosophy Statement

The purpose of the Discipline Policy is to facilitate an environment that is conducive to the intellectual, social, and personal development of each student, as stated in the school’s mission. To that end, the policy represents a partnership between the school, students, and parents, and is structured in such a way that it enhances the learning opportunities for all, and emphasizes the following aspects:

- The safety and welfare of all students
- The fostering of a respectful and positive relationship between all members of the school community
- That students’ take personal responsibility for their actions
- That any consequence incurred by the student for their actions to be reasonable, and prompt
- Respect for themselves and others
- Respect for their own and other’s property

All detailed school regulations; bus rules etc. will be logical extensions of the following basic expectations and will be explained to children in those terms. Among these expectations are:

Polite behavior:

- A general atmosphere of orderliness in and near the school buildings.
- Actions, which hurt other people or the property of other people, are not permitted.
- Dress and appearance should be neat, clean and appropriate for serious study.
- Students may not be in possession of potentially dangerous implements or weapons (including but not limited to real or toy guns or knives), materials, drugs or behavior-affecting substances.
- At the end of the normal school day, all pupils are to leave the property with the exception of those involved in an adult-supervised activity.
- All members of the school community must respect the sensitivities and well-being of others. Any form of disrespect, humiliation, or violence, either physical or mental, towards another person is contrary to the spirit of the school.
- Students must report to all scheduled classes. They may be absent from these only with the expressed permission of the teacher or Principal.

Violation of the following rules leads to a four-tiered response:

1. Minor, initial infractions are dealt with by the faculty member involved and reported to the appropriate program coordinator.

2. More serious infractions are dealt with by the program coordinator, Principals, and reported to the HOS. Possible sanctions could involve restrictions to the student’s activities at PKUES, and a formal warning that further
infractions will lead to parental involvement and possible dismissal.

3. In the case of repeated infractions or particularly serious initial infractions, the student’s parents are notified immediately and the event is documented. The student and parents are informed that additional infractions may result in dismissal.

4. Repeated or chronic infractions may result in dismissal of the student from the school.

General Rules and Expectations
This policy shall be immediately remanded to the custody of his/her parents. If it is determined, after investigation by the HOS or his designee, that the student was using, or was under the influence of, or was in possession of illegal or dangerous drugs, the student could be subject to expulsion from school.

Mobile Phones
As a general rule, mobile phones should be turned off during the school day. Upper school students are allowed to use mobile phones during morning breaks and lunch breaks; however, phones should be turned off at all other times.

Music/ Electronic devices
During class, students may use electronic devices when and if their teacher grants permission. Students may use these devices during break and lunch. Music must be at a volume that others cannot hear.

School Dress Code
The following expectations for student dress have been established to promote a safe, respectful and optimum learning environment:
A. Under ordinary circumstances, student dress must conform strictly to the approved dress code and official school uniform must be worn.

B. At special events or any other time so authorized for students to be out of uniform, students must adhere to the following norms:
   1. Undergarments must be covered.
   2. Words and images on clothing should be respectful to other cultures and persons. They should not express any kind of inappropriate messages (profanity, promotion of drugs/alcohol, etc.)
   3. Shirts that are too revealing (halter-tops, tank (spaghetti) tops, and those that reveal visible cleavage) should not be worn, and shorts must not be immodest or too revealing.
   4. Standing up straight, your shirt should reveal no more than one centimeter of skin.
   5. No hats/head covering/etc. inside the building. This is designed to maintain an academic environment.
   6. Shoes must be appropriate to learning activities that occur throughout the school day.

*Exceptions for Religious or other beliefs at discretion of the administration.

Closed Campus
PKUES is a closed campus; meaning students are not to leave the designated areas during school hours.

Use of English Language
The mission statement clearly establishes that PKUES is a Bi-lingual language school, with an emphasis of becoming proficient in English. Therefore, students are expected to speak the English language as much as possible within the school buildings. However, we acknowledge and appreciate that students face a great challenge when speaking in a language other than their mother tongue. This is especially true of students who are new to PKUES. For this reason, there are times in the classroom when the teacher may employ guided use of a student’s first language (mother tongue) in order to enhance the student’s learning or to aid in the teaching of a particular academic concept.

Students who receive ESL support will naturally be given much greater consideration and support in the use of both English and their mother tongue so as to ensure that they have ample opportunities to freely communicate their thoughts and feelings so as to ensure that optimal learning takes place at all times.
School Property
The school assumes that children will respect school buildings, books, furniture and equipment. If a student has damaged school property, it will be the child’s responsibility to fix or replace what has been damaged.

Student Activities

After School Activities / Athletics
After school activities will take place on certain afternoons between 3:30 and 4:30. Activities will be offered by teachers, parents or outside experts at the school or off campus. Alternative transportation arrangements will be made for students participating in these activities. The schedule of these activities will be developed during the school year.

Student Council & MUN
The Student Council of PKUES is created to provide the upper level students with student leadership to organize student activities such as dances, fundraising activities and a forum in which to express their opinions on school related issues. Students are encouraged to take part in activities organized by the student council.

The complete Athletic and Activity Handbook is available on the PKUES website.

Student Awards and Recognition

Philosophy
The Secondary school and Lower school awards scheme provides a variety of awards which celebrate students’ academic and non-academic achievement and effort in and beyond the whole school curriculum and IB curriculum. It recognizes students who make a difference in the school at different stages of their development and encourages participation and perseverance in and commitment to education by each student.

High School Awards
Middle School Awards
Lower School Awards

Kindly refer to the Divisional Principal’s Handbooks

Guidelines for Language Use in Classrooms

English is the medium of instruction in all classrooms at PKUES. All teachers are language teachers and it is their responsibility to promote student learning of the English language. However, there are times when the teacher may employ guided use of a student’s first language specifically to enhance the student’s learning and to celebrate his or her cultural and linguistic background.

- Inclusive behaviors are expected. No exclusion of any group members by means of language usage should be allowed.
- Allow other languages when introducing or clarifying a new concept. This would allow students to communicate and share their prior knowledge of the concept in their first language.
- Assign newcomers a “language buddy” if possible that speaks the same native language. Give specific guidelines to the language buddy about usage of the first language and how he or she can best help the newcomer.
- Encourage students to use a variety of strategies as aids for getting meaning, e.g. electronic translators, dictionaries, visuals, context clues. Don’t allow students to become overly dependent on just one strategy.
- Allow translation during moments when it would aid comprehension during a discussion (e.g. Allow a student to translate the meaning of an idiomatic phrase, metaphor, etc. that is causing students to lose the meaning of a discussion or concept).
- When reading for pleasure in the classroom, students may be allowed to read in their first language. Focus on the positive, not on the negative. Make the use of English a desired outcome, not a punishment.
- Praise appropriate behavior such as students making a real effort to use English or include others in their discussions.
- Focus on the behavior, not on the name of the language being used (e.g. Try saying “I really would like to understand you...” rather than “Stop speaking Chinese”).
- Use posters in the room to positively remind the students of language expectations.
Use a non-threatening but meaningful verbal reminder about appropriate language use. Teach, explain and discuss classroom language expectations with the class.

Brainstorm ways to include speakers of all languages in activities. Model appropriate directing techniques, to students when language is not being used, in an appropriate manner.

Consequences should not be punitive. They should be constructive.

Should a student continuously disregard classroom language usage expectations, hold a meeting with the student to develop an action plan.

**Identification Process for ESL Students**  
(For MS and HS Teachers to carefully note)

For new students:

- If English is not spoken at home, or
- if the new student had limited instruction in English at their previous school, or
- if the student had not been exited from the ESL program in their previous school, the student will join the ESL course during Language Block. They will be given the World-Class Instructional Design and Assessment Test (WIDA) to determine their level of proficiency.
- In the high school, ESL students (INT level or higher) will continue with advanced ESL. Middle school students (in ESL) are not permitted to take an additional language regardless of their ESL level (BEG, INT, or ADV).

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The teacher meets with the ESL Teacher (with the student’s writing samples and observations notes)

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The ESL teacher observes the student during an English class

↓

The ESL teacher gives the student the LAS Placement test

If the results show the student at the intermediate level or below, the student may be required to join the ESL class. A letter to parents will be sent home. If result obtained is at the intermediate level or above, in-class support will be provided.

**ESL at PKUES: Exit Criteria**

Student progress in the expository and receptive areas is documented and reported through observation notes, assessments, work samples, report writing, parent/teacher conferences, student/teacher conferences, ESL teacher/English teacher conferences.

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If the student is consistently producing work at the proficient level (see attached benchmarks), the ESL teacher will meet with the student’s teacher. If the teachers confirm progress,

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The student will be given the LAS (Language Assessment System) Form A exam. If the result is at the ‘Above Proficient’ level, the student may exit ESL and English classes.

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The ESL teacher will continue to monitor the student’s progress in class by observing the student during English lessons (when scheduling allows) and by consulting the English Teacher during the weekly meetings.

**Counseling Program**

PKUES offers a counseling program that is designed to help students in three major areas; Academic guidance, College planning, and Career awareness. Some of the topics that are included in this program include:

- College Application process
- Testing (ISA, PSAT, SAT, ACT, etc.)
- Career Guidance (interest surveys, etc.)
- UK PMAT and BMAT
- UCAS
For more specific information on this program please consult the Academic and Career Counseling webpage.

CLASSROOM MANAGEMENT AND SCHOOL PROCEDURES

ABSENCE RECORDING AND PROCEDURES

- Teachers will follow all attendance reporting protocols requested by their Principal (ManageBac).
- Teachers will allow students to make up work in a reasonable time-frame when they are legitimately absent from school.
- Students absent for three consecutive days or more due to sickness may be asked to bring a doctor’s note to school indicating the nature of the illness and that it is no longer contagious to other children.
- Teachers will request assistance from parents to help students who are chronically late to school to improve. If the problem persists, notify the Principal. In extreme chronic cases as determined by the principal, late arriving students may be held in the office until a break to allow their non-disruptive entry to the classroom.

ADMISSIONS

PKUES is open for admission to expatriate students, who travel on a foreign passport. For a student to be eligible, the school administration must agree that the student has a reasonable expectation of academic and personal success within the PKUES program.

Teachers are expected to make their rooms available for visits from the Admissions office with prospective families.

APPROVALS

Proposals for any new programs or initiatives can be made to the Head of School.

ARRIVAL AND DEPARTURE

All teachers are expected to be present on the campus at a minimum from 0730 to 1730, Monday through Friday. Should teachers need to leave the campus during the school day, or before 5:30 P.M., they should first consult with their Principal.

ASSEMBLY PROCEDURES AND SEATING ARRANGEMENTS

Principals of each school will provide and communicate requirements for the safe and orderly assembly of students. Teachers will assist in the management and supervision of an orderly environment for all assemblies and attend the assemblies scheduled for their grade.

CALENDAR (ACTIVITIES)

All activities involving PKUES students should appear on the PKUES Master Calendar and is available for public viewing on the website or other websites as determined by our Technology Coordinator in conjunction with the wishes of the Head of School. This calendar is maintained by the Head of School and Principals for all school sponsored activities taking place on or off campus throughout the school year. Teachers should always consult this calendar prior to scheduling class events to be certain that no conflicts exist. This calendar also forms the basis of any publicly distributed calendar such as one that appears in the Dragon News or other newsletters.

CLASS RECORD DATABASE

Teachers will keep accurate and current students records (including grades, etc.), which is the basis for the school's official attendance record. Teachers will be expected to follow school procedures on reporting of attendance as requested by Principals and the Head of School.
CLASS SIZE

The Head of School has established guidelines for class sizes which vary according to grade level, classroom size and other factors. In extenuating circumstances, and if it would be of benefit to the school, additional students might be enrolled. Examples would be a family with two or three children enrolling or a child from a company that has supported the school in the past. Such exceptions have only rarely been made, but it is important to note that the class size parameters are “guidelines” as opposed to “limits”.

CLASSROOM BIRTHDAY CELEBRATIONS AND CLASS PARTIES

Classroom celebrations taken to an excess, can distract from the academic program that the majority of the school community expect us to provide. Lower School teachers are asked to plan no more than a total of three class parties per school year. The teacher may select which holidays or celebrations they would like to have a class party around, and should work closely with room parents to ensure that all organizational aspects of the party are accounted for. Birthday celebrations may be held in addition to classroom parties, but teachers are asked to contain birthday celebrations to no more than 30 minutes a time, and to schedule them in conjunction with either the lunch period, or the end of the school day. The principal may, at his/her discretion, restrict where these parties may be held.

HONOR CODE

The school’s Honor Code, of particular application to the Upper School, is worded as follows:

"I realize that copying and presenting the work of someone else as if it were my own is dishonest. I realize that it is my responsibility not only to adhere to the above code, but also to report to the teacher any such dishonesty of which I am aware. Whether I myself copy the work of someone else, give my own work for someone else to copy, or tolerate such action in others, I am guilty to one degree or another of academic dishonesty."

INSURANCE

PKUES Health Insurance program for 2017-18:

Please see details of this plan in your correspondence from our HR Department.

INSIDE RECESS

Decided and communicated by Administration, in cases of weather, air quality conditions, etc.

*Please note that the information below is related to student policies and is provided as guide for staff members. Some of this information has been taken directly from the PKUES Parent Student Handbook.

SAFETY

Safety of our children at school is of utmost concern. This takes priority over anything else.

MEDICAL EMERGENCIES (in case of a student accident)

Every precaution should be made to prevent accidents from happening, but in the event that an accident with a student occurs the following procedures should be followed.

The first adult on the scene should take charge of the situation, and remain with the student until further assistance arrives.

First aid should be administered if there is a need, and/or the student should be made comfortable until the next course of action is determined. The teacher in charge should send for

1. The school nurse, if possible
2. an administrator or staff member in charge and any additional help from the office.

NOTE: In a clear case of possible or impending loss of life or limb, contact emergency medical services immediately!

Once the administrator or additional help from the office has arrived on the scene, a decision should be made as to the next steps taken. Options would include:

Transport to the School Clinic (inside the main entrance of the Lower School) for further assistance: If the student can be transported to the office without further injury, and to make them more comfortable, then the student should be assisted to the office as quickly as possible. Once in the office, further first aid or assistance should be rendered, and parents will be contacted.

Transport to the office for parent pick-up: If the student can be transported to the office without the risk of further injury, then the student should be assisted to the office as quickly as possible. Parents will be contacted, and informed of the situation, and the student should be made comfortable until the parent arrives to transport them either to the nearest medical facility or home.

Transport off campus for medical assistance: If the student needs to be transported off campus for medical assistance, transport will be to the nearest facility that can provide adequate level medical care. The first choice for a method of transport will be one of the school vans, but if no school van is available, then a local taxi should be used. Any time student is transported off campus for medical assistance, a certificated school staff will accompany them to the medical facility. Parents will be notified that their child is being transported, and to meet the child and school staff at the medical facility. Once the parent has arrived, the school staff should turn the responsibility of the child over to the parent.

Once the initial crisis period has passed the staff member who is most knowledgeable about the specific incident should fill out an Accident Report. This report should be signed by the staff member filling it out and the school administrator. All accident reports will be filed in the office.

NURSES
Students are sent to the health room in the school at the discretion of the teacher. Any student returning from the nurse’s room must have a signed pass or note showing the time of departure and any pertinent information for the teacher.

PASSPORTS AND VISAS
PKUES is required to obtain for each expatriate employee a residence visa and work permit. This process involves submission of your academic credentials and passport to the government office in charge of registering foreign residents. You will have to submit your passport to the campus secretary from time to time, as requested. The amount of time that the passport will be in the hands of the relevant Chinese government office is not subject to the school’s control.

In April each year, the school office will collect the passports of those teachers who are returning for the coming new school year in August. In order to process visas and get your passport back to you before you leave in June, we will collect the passports in mid to late April. If you plan international travel during the May Day holiday, you may wait until you return from your trip to submit your passport. In this case, however, the school cannot promise that your passport will be returned to you by the last day of school in June. In the past, we have collected passports in early May and have been able to get them back by the last day of school—but only just. As mentioned above, it is not within our control.

PERSONAL BELONGINGS
Teachers and Students are discouraged from bringing personal items to school such as electronic devices, large amounts of cash or valuable personal belongings. They can ask the office to hold onto any valuable that must be brought to school for various reasons. Teachers are encouraged to discuss these issues thoroughly with their students and encourage them to be responsible with their personal possessions.

Unless a teacher is present, classrooms and workspaces should be kept locked. The school will not be liable for any personal items lost or stolen in a teacher’s classroom.
PROGRESS REPORTS

PKUES Progress Reports are issued four times during the year to PKUES students; at the end of each quarter and semester.

Philosophy:

The Progress Reports are a component of a student’s assessment. See the PKUES Assessment Guidelines (a separate publication) for a broad discussion of school philosophy and practice in this area.

Although parents are interested in ratings and want to know how well their child is doing relative to the other children in the class, the school prefers to have parents and students focus on their own work and on ways in which they will be able to grow and improve. Hence, even the school's "ratings" in the Elementary School should not be viewed as one would view traditional "grades" which measure a student against an external standard. PKUES does not try to create artificial transcripts, grades, or rankings for its students. If teachers receive concerns or pressures from a parent on this issue, or if a parent makes any sort of special request for a report format other than the school's the parent should be referred to the Principal.

Strong features of PKUES assessments have been the attention and time devoted to written comments on each student, which identify strengths and weaknesses and suggest strategies for continued improvement. These comments reflect the character and nature of the classroom experience for students and provide a good basis for parent-teacher, student-teacher, and parent-student dialogue.

Teachers’ comments will, of course, primarily be encouraging students and identifying their accomplishments. Teachers will try to identify ways in which students can do even better (or in some cases, just plain old "better") work. When there are negative behaviors or patterns which need to be addressed, teachers should avoid value judgments and focus instead on the specific actions or behaviors.

In all cases reports of students who have outstanding fees, library books, or other unresolved clerical matters will be withheld, and the teachers will receive a letter to parents explaining same for the report. These students will collect their reports from the office when they have resolved the matter in question.

Digital (electronic) copies will be kept in the Principal's office and are the permanent school records. A copy is also submitted to the Business Manager and the Director of Admission. It is a strict violation of school policy for a teacher to print out and distribute to students or parents unauthorized copies of school records.

Letter Grade/Percentage Equivalencies:

Please refer to your Principal’s Divisional Handbook for details

EXTRA TIME, OTHER CONCESSIONS

Those students whose English language skills are weaker than native level students' should be given additional time, or other concessions, to complete tests or other tasks, when appropriate. When it is assessed how much information they have assimilated, for instance, it is understandable that it will take them longer to process questions and responses than students whose English is stronger. Perhaps, for example, they have, in fact, assimilated the required information. If, because it takes them longer to indicate this assimilation in a test, they are assessed as not having assimilated the required information fully, then the school's assessment is faulty.

Teachers will analyze what exactly they are assessing in any given test or quiz and decide whether extra time or other assistance, such as the use of a dictionary, is appropriate. Another example in this regard: If a student's memory is assessed of vocabulary words learned, then allowing the use of a dictionary would be inappropriate. If, on the other hand, students are asked to show they understand metaphors by writing three examples, then it would be very appropriate and more conducive to accurate assessment to let the non-fluent child use a dictionary.
Documented Learning Differences:

PKUES has limited assistance for students with special needs or learning disabilities. Admission will be restricted to students who can enjoy some degree of success in the regular program, without requiring an inordinate amount of the teacher’s individual attention. Like all schools, we will have students with learning differences who can still benefit from being enrolled here. These students can be evaluated in some subjects on a “modified program” basis. This “modified program” will be designated on a subject-by-subject basis. What are modified in these cases will primarily be expectations of the student’s performance. This must be indicated in the Progress Report to insure accurate institution to institution reporting.

In a class in which the teacher feels that the student would fail, even with great effort, if held to the same standards as the rest of the class, the teacher may elect the “modified program” designation for that subject. The “VG,G,S,NI” ratings will be given in lieu of letter grade/%. Next to the subject name on the PR, “Modified Program - Please see Principal’s Comment” will appear. The Principal’s summary statement will indicate that on the basis of documented learning differences, we are assessing the student’s progress in those subjects indicated on expectations different from those of the other students in the class.

No student should receive a modified program without prior parent knowledge and authorization by the Head of School.

In subjects in which the teacher feels that the student can pass, with effort, the teacher should then award a letter grade/%, applying the same criteria and standards as with other students in the class. (In this case, the student might get a D+ in the first quarter and an F in the second quarter, if through lesser effort his performance deteriorated.)

Withholding of Progress Reports

Progress reports are sometimes the last way the school has of getting the attention of parents or students who have not responded to requests for return of library books, payment of outstanding fees, or providing required immigration or passport documentation. Accordingly, it is noted in the Parent Student Handbook that the school will withhold Progress Reports from students who need to settle these matters.

To avoid the inadvertent release of reports to students who are in this category, their reports will be withdrawn by the office after they are printed. Instead of the report, the student should have a letter explaining why the report is not being released, and teachers/advisors should make sure they have a letter to give the student if the report is being withheld.

When the missing item is returned, the student can collect the report from the office.

RETENTION/PROMOTION/DISMISSAL OF STUDENTS

The final authority on any decision related to the promotion/retention/dismissal of any student rests with the Head of School. No teacher is empowered to raise the matter of promotion/retention/dismissal to a parent without first reviewing this with the relevant principal.

SPECIAL NEEDS LEARNERS

PKUES staff is expected to provide the same level of individual attention and extra support to a student with learning difficulties as they would to a beginning ESL student. The information below outlines the differences between modifications and accommodations when serving special needs learners. This information should be helpful for teachers as they develop an appropriate program for their learners.

PKUES levels:

Level 1: Modifications severe

Level 2: Modifications moderate

Level 3: Accommodations
**What is the difference between a “modification” and an “accommodation”?**

**Modifications** are changes in what a student is expected to learn and to demonstrate. These modifications change the instructional level, the content, and/or the performance criteria, which alter the scope and content of the classroom curriculum. **Modifications** are greater, more extensive changes than **accommodations**. Modifications vary according to an individual student’s need for such changes (whether a student is gifted, ESL, academically, physically, emotionally, or behaviorally challenged). These modifications require the teacher to address individual and small group needs to address different levels of learning, learning styles and unique situations.

**Accommodations** do not substantially change the instructional level, the content, or the performance criteria. **Accommodations** merely provide students equal access to learning and equal opportunities to demonstrate knowledge. **Accommodations** include changes to the learning environment, support strategies, and flexibility and variety in instructional strategies and/or assessment strategies. They do not include changes to curriculum expectations.

What is expected of PKUES staff in meeting individual needs?

**MODIFICATIONS – Severe – Level 1**

At this level, the modifications needed would require substantial teacher time, attention, and a high level of involvement from special needs staff. In most cases, it is not within the scope of PKUES to serve these students for the long term and likely not at all beyond the end of grade 5.

**Responsibility:** The principal and student support services team will take the lead to provide teachers with the support to provide modifications needed for these students to be successful on a temporary basis.

These modifications include, but are not limited to students with the following:

- Physical disabilities (temporary) that require individual teacher support for movement from one place to another, affecting the safety of the child and the ability for the class as a whole to move throughout the day
- Behaviors in which safety to the student or to others is an issue
- Behaviors which require constant teacher attention, long-term behavioral plans, and principal interventions for the student to focus (and to keep other students from being distracted and negatively impacted)
- Academic needs requiring modifications that encompass most or all subjects (rather than adjusting for one or a few areas i.e. reading, or a math unit, or spelling)
- Academic needs requiring modifications in which a student will not be able to receive basic credit for the coursework (Upper school)
- Attitudes, behaviors, emotional issues that go beyond the scope of a classroom teacher to accommodate without involved support from a counselor or special needs staff

**MODIFICATIONS – Moderate – Level 2**

Moderate modifications (along with accommodations) are basically good instructional practices and are therefore deemed part of PKUES JK basic expectations for classroom teachers.

**Responsibility:** The classroom/subject teacher takes the lead in making the modifications needed for the success of students, requesting student support services team support, and following the recommendations and strategies developed by the team. The Student Support Services lead teacher in discussion with the classroom teacher will assist in the development of a plan to address the needs of the student within the framework of the regular classroom

Some examples of expected classroom modifications include, but are not limited to:

- Reducing or increasing the reading level of tests, projects, assignments.
- Allowing oral responses for assignments or giving tests orally if there are problems with reading and writing – Allowing students to dictate answers if there are problems with writing/spelling.
- Shortening the number of items on tests and/or classroom assignments.
- Assigning activities that reduce students’ writing requirements.
• Providing alternative materials that focus on the same theme or information but are at varying grade levels.
• Providing a menu of activities to differentiate instruction or accommodate varying learning styles
• Shortening academic tasks to include just the most essential skills/concepts
• Providing alternate assignments when students have already mastered topics or skills of instruction or need challenges and enrichment
• Short term contracts for behavior, organization, academics to help a student to become self-aware, set goals, and make positive lasting changes
• Providing assistance by other students, parents, support personnel which does not take away from other student learning
• Arranging for students to read the story/novel/chapter ahead of time, so they can keep up with class discussions.
• Providing directed reading questions (for only specific students) for story/novel/textbook reading assignments.
• Providing extra time to fill in homework diaries and checking the organizational skills regularly
• Frequent communication with parents to work on the same goals

A notation should be included on progress report any time a Modification is made for a student.

ACCOMODATIONS – Mild – Level 3

Accommodations include changes to the learning environment, support strategies, and flexibility and variety in instructional strategies and/or assessment strategies. They do not include changes to curriculum expectations. Once again, accommodations represent good instructional practice and are expected to be part of every teacher’s skill set at PKUES.

Responsibility:

The classroom/subject teacher

Some examples of accommodations include, but are not limited to:
• Breaking assignments/tasks into smaller parts.
• Providing re-teaching, review, or enrichment for units of study
• Administering assessments in a separate room, at home, or in a small group
• Allowing extra time for testing or assignments.
• Seating students in the front of the room.
• Giving directions in simplified language.
• Giving opportunities for increased student movement in the classroom.
• Providing graphic organizers or outlines before the assignment or test.
• Clarifying definitions, terms, and vocabulary in assignments.
• Telling students the purpose of the assignment and the method/criteria for evaluation.
• Providing extra practice for new vocabulary or concepts.
• Color coding and highlighting the board, overhead notes, and textbooks.
• Giving several short assignments rather than one long one.
• Using experiential, concrete activities to teach abstract concepts.
• Setting appropriate expectations - low expectations create low self-esteem.
• Allowing students to use a word processor.
• Allowing students to use a calculator for math.
• Providing assignments or directions in writing.
• Organizing a notebook or providing a folder to help organize work.
• Displaying good writing samples for references.
• Using math manipulative and concrete materials.
• Allowing the use of a multiplication chart.

If you make any of the above, or similar, accommodations, you do not need to indicate so on the report card or progress report.
A teacher may consider setting up a Case Study for a learner having difficulties. This may be accomplished by contact the Student Services Support Team Lead teacher. (See Appendix: Confidential Student Concern Form)

**STUDENT WITHDRAWAL**

If a teacher hears that a student plans to withdraw from school, the teacher should notify the office so that she can verify this.

There is a special withdrawal "Progress Report" form which indicates the date of the student's departure and his/her level of achievement and effort in each subject at the time of departure. For students leaving school two weeks or less before a normal Progress Report, the student simply has to wait for the regular Progress Report issuance. The Progress Report will then be mailed to the student.

**UNIFORMS AND DRESS CODE**

PKUES students adhere to a dress code which we believe promotes a sense of orderliness and school community, helps with campus and field trip security, and reduces “fashion competition”. We aim to have students wearing similar, if not necessarily identical, outfits that engender a feeling of community and avoid clothes conscious social situations.

All students must wear laced shoes or shoes that fully cover the foot. Athletic shoes or sneakers are acceptable, but "flip-flops", "thong" sandals, and other beach-type footwear are not appropriate for school. Caps or hats in buildings are also inappropriate. It is preferred that winter outerwear could be navy blue, grey or tan in color, and conform to the school official uniform, and these garments should be removed when indoors.

All students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus. Immodest or distracting attire is inappropriate in our multi-cultural setting. Facial jewelry for males or distracting or bizarre jewelry for girls is not allowed. This interpretation can extend to haircuts, jewelry, makeup, or other aspects of personal appearance.

There are occasionally “free dress” days on which students are not required to wear the school uniform. These may occur approximately once a month, usually in connection with a special holiday or event, and will be announced by the school administration.

On those days, students will normally wear the school uniform for field trips, unless otherwise indicated on the permission form. The manner in which students are expected to wear their uniform is as follows: shirts should be fully buttoned with the exception of the very top button; clothing that is worn beneath the school shirts/tops should be tucked in and not hanging out so as to not to be overly visible. Clothing should be in good repair, clean, and of the proper size to fit. Students will normally wear the school uniform for field trips, unless otherwise indicated on the permission form. Students who do not have the proper school attire may be sent from their class to the school office, where they can phone home to have proper clothing sent to school. In the Upper School a student may be required to wear office-provided clothing for the day.

The Dress Code policy can extend to the area of haircuts, jewelry, makeup, or other aspects of personal appearance. While a variety of hair lengths and styles is expected, hairstyles, ornaments, and so forth, which might be distracting, disturbing, offensive in the context of the host culture, or otherwise inappropriate for our school community, will not be permitted. (This includes earrings or facial jewelry for males and bizarre hairstyles or colors for all students.)

**VIDEOS AND SOFTWARE FROM OUTSIDE SOURCES**

Even though we live and work in China, where copyright laws are often overlooked, it is the school’s policy that videos and computer software that is pirated, not be used at school. When videos and software that is legally obtained is to be used in any teacher’s instructional program, it must be specifically tied to an instructional objective and a part of the grade level curriculum. Age appropriateness must be adhered to, and general guidelines for age level followed. If video or software that is outside of the general age requirements is to be used, it must first be approved by the principal, and written
parent permission must be obtained by all students who will view the video or software.

**VISITATIONS BY NON-ENROLLED STUDENTS**

Because the school is not prepared to take on supervision and liability in such cases, *visitations by non-enrolled students are not allowed at PKUES*. If a parent of a non-enrolled student wants to bring them to school to see the school, and stay for a brief visit over lunch, this can be arranged, but generally time in class will not be allowed.

**OUTSIDE DUTY**

The first "expectation" listed for students’ is that they can expect the faculty "to have their safety and wellbeing in mind at all times.” OUTSIDE duty is an important responsibility. There are many things competing for attention at school, but a teacher's yard-duty time always takes priority.

**Lockers**

School provided lockers are considered to be school property. A student may be asked to have their locker inspected by a teacher, with an administrator preset.

**Bus safety Protocol and Rules**

Kindly refer to the published rules and regulation on the school website.

**ACRONYMS COMMONLY USED AT PKUES JX**

ACAMIS Association of Chinese and Mongolian International Schools  
ACT American College Test  
AD Often used to identify the Athletics’ & Activities Coordinator  
CISSA Chinese International Schools Sports Association  
CIS Council of International Schools  
EARCOS East Asia Regional Conference of Overseas Schools  
ESL English for Speakers of Other Languages  
HOS – Head of School  
HL Higher Level (IB)  
HS High School, including grades 9-12  
I Incomplete (grade)  
IB International Baccalaureate  
LS Lower School, including grades K-5  
MS Middle School, including grades 6-8  
NG No Grade  
NWEA Northwest Evaluation Association  
PA Parents Association  
PD Professional Development  
PMAT Pre Math Aptitude test  
PMED Pre Med Aptitude test  
PDA Public Display of Affection  
PSAT Preliminary Scholastic Aptitude Test  
SAT Scholastic Aptitude Test  
SRC Student Recreation Center  
SL Standard Level (IB)  
TOEFL Test of English as a Foreign Language  
US Upper School, including grades 10-12  
VPA Visual and Performing Arts  
UCAS – The UK Online University Application Service  

Dr. Rockey W. du Randt  
29th January, 2017