



**INTERNATIONAL
SCHOOL OF TIANJIN**

Working Learning Acting TOGETHER



2024-2025 Parent Student Handbook



International School of Tianjin
is a fully authorized
International Baccalaureate world school







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DIRECTOR'S MESSAGE

Dear Parents and Students,

It is my pleasure to welcome you to the 2024-25 school year at the International School of Tianjin (IST). I extend an especially warm welcome to those students and parents who are new to our school community.

The Parent Student Handbook, which you are reading, is available in both hard copy and PDF formats: hardcopy from the administrative offices and PDF on the school website. The Parent Student Handbook contains general information and policies and regulations that all IST members need to know. We hope you find this handbook useful and informative.

IST is firmly established as one of the premier international schools in China. Our school is an International Baccalaureate (IB) World School authorized to teach all three IB programmes (Primary Years, Middle Years and Diploma), and we are accredited by the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS).

Despite the continuing growth and development of our school, I remain keenly aware of my responsibility to help maintain and nurture the warm and caring family atmosphere that has always characterized our school. Our philosophy remains firmly student centered and parents are always welcome to call in to discuss their children's progress or any other aspect of school life.

The school encourages parents to attend all meetings, activities, and special events. We also encourage parents to volunteer to help in the classroom, in coaching sports, in the library, and with school social events. We have an active Parent Faculty Organization (PFO), so please join in. Active support of the school by the parents makes an enormous difference to the quality of education we can offer to students.

Please do not hesitate to call in at any time. Remember – the door is always open.

Sincerely,



Steve Moody
Director



24: Admin Report
29-31: New Teacher Orientation
31: Band III Coordinators Report

August '24						
	M	Tu	W	Th	F	Sa
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	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

- 1-2: New Teacher Orientation
5-9: Teacher Orientation
6: ELA Entrance Testing
9: New Student Orientation
12: First Day of Classes
27: Secondary Open House
29: Elementary Open House

- 2: CCA Session 1 Starts
9-13: WWV (G6-12)
14: Staff PD
16: Long Weekend
17: Mid-Autumn Festival
21: PFO Picnic
23-24: Author Visit
30: National Holiday

October '24							
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- 1-4: National Holiday
- 21: Scholarship Announcement
- 21-25: Library Week
- 22: End of Q1 (45 days)
- 22-23: Parent-Teacher Conferences
- Fall Book Fair
- 24: UN Day run through
- 24: UN Day
- 25: Dress-up day

- 7-9: TIANMUN
8: Staff Work/PD Day
13&18: Musical Rehearsal
(All Day)
15: CCA Session 1 Ends
21-22: Musical Production
25: CCA Session 2 Starts
29: N-G1 Winter Show
29: Christmas Tree
Lighting@Ritz

December '24						
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	30	31				

- 6 : Christmas Tree Lighting@
Shangri-La
6: G2-5 Winter Show (Day Time)
9-12: G9-11 Secondary Exams
11: Departing Families' Session
16-31: Winter Holidays

1: New Year Holiday
2-3: Winter Holidays
7: ELA Entrance Testing
10-12: BEIMUN
14: M.A.D Night
15: End of Semester 1 (90 days)
18: Staff PD/Work Day
22: PP Exhibition
24: Reports sent home
28: Chinese New Year Eve
27-31: Chinese New Year Holiday

January '25

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February '25

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3: Secondary Awards Assembly
7: Scholarship Application Closed
7-14: G12 Mock Exams
22: Scholarship Exams
26: DP Option
28: CCA Session 2 Ends

5: Scholarship Interviews
10: CCA Session 3 Starts
12: PYP Exhibition
14-16: DIMUN
20: DP Arts Exhibition
20-22: IB Global Conference
26-27: Parent-Teacher Conferences (afternoons)
26: End of Q3
31: Spring Break

March '25

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4: Qingming (Tomb Sweeping) Break
1-4: Spring Break
22: Earth Day
22-23: Spring Book Fair
28-30: DP Exams

April '25

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1-2: May Day Break

5-21: DP Exams
6: ELA Entrance Testing
8: Summer Theatre
9: Elementary Sports Day
19-23: G9-11 Exams
21: Departing Families' Session
21: Teacher Appreciation Day
23: CCA Session 3 Ends
28: Spring Show (Nighttime)
30: Graduation Ceremony
26-30: MYU
31: Dragon Boat Festival

May '25

M	Tu	W	Th	F	Sa	Su
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3: Secondary Sports Day & Sports Awards
4: G5 Transition Ceremony
6: End of Semester 2 (90 days)
Report sent home/Last day of school
7: Summer Holidays Start

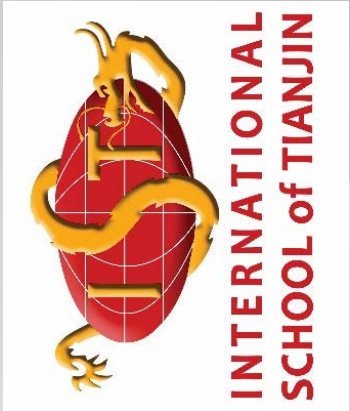
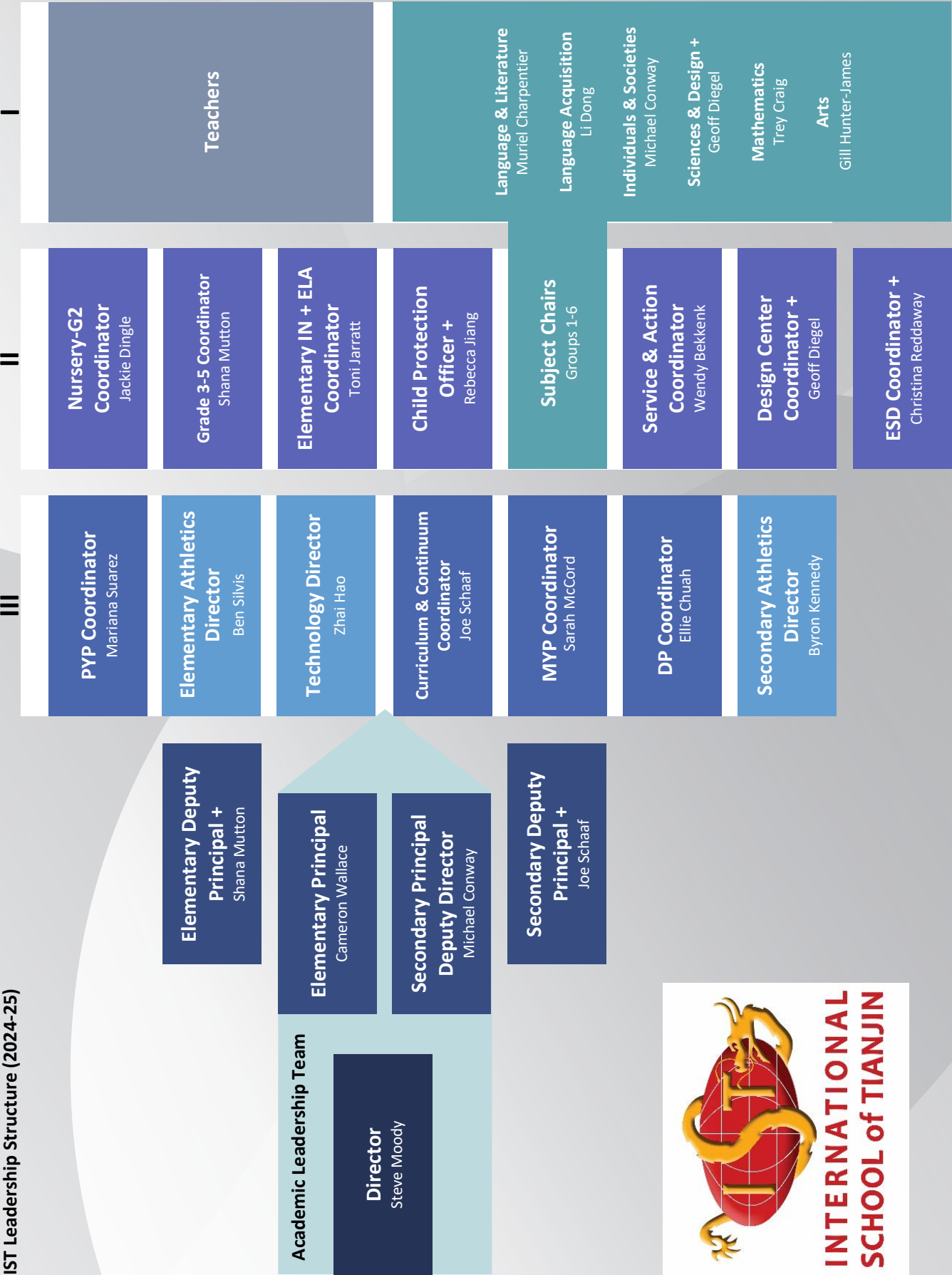
June '25

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2024-2025 SCHOOL STAFF

Administrative Staff	
Director	Steve Moody
Secondary Principal/Deputy Director	Michael Conway
Elementary Principal	Cameron Wallace
Admissions & Administrative Offices Manager	Christina Song
Elementary Secretary and Admissions Officer	Angela Diao
Secondary Secretary and Admissions Officer	Louisa Wang
Front Desk Secretary	Tracy Feng
Administrative Officer	Lesley Wang
Administrative Assistant	Liu Ying
School Nurses	Zhang Hongman, Fan Wei
Korean Liaison & Translator	Caroline Park
Chief Financial Officer	Jenny Zhai
Chief Accountant	Ahnita Zhang
Accountants	Viola Song, Krystal Han
Finance Officer	Cindy Li
Cashier	Linda Zhang
Purchasing Manager	Susan He
Buyer	Yuan Shan
Human Resources Manager	Frances Zhang
Human Resources Officer	Vickey Liu
Chief Publications Officer	Lu Lu
Publications Officer	Phoenix Mu
IT Manager	Dora Hu
Database Manager	Neo Zhang
System Administrators	Sun Jie, Jacky Zhang, Isaac Wang, Leo Laroche
Theatre & IT Engineer	Joseph Zhou
Director of Operations	Frank Jiang
Operations Secretary	Robin Liu
Maintenance & Cleaning Supervisor	Adam Liu
Facilities & Security Supervisor	Richard Li
Facilities Secretary	Betty Bai
Maintenance Team	Liu Yongli, Wang Shuquan, Wu Hongcheng, Zhao Jun, Zhao Nanjun, Zhai Lei, Liu Jichao, Pan Xiwang
Educational Program Support Officers	Lisa Fang (Library Officer), Guo Ying (Activities Officer), Dorian Wang (Activities Officer), Ray Zhang (Lab Technician)



**ELEMENTARY TEACHING FACULTY**

Early Learning Centre (KG 1+ KG 2)	Tara Nguyen, Emma Hunter-James, Nadia Nel
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Kindergarten (KG 3)	Jackie Dingle, Clare Murphy
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Grade 1	Jo Reston
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Grade 2	Chris Lowrey, Melanie Kennedy
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Grade 3	Kevin Vernhout, Troy Pearce
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Grade 4	Michael Crisp, Steven Jablonski
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Grade 5	Gemma Lowrey, Nicole Barry
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Individual Needs/Counseling	Toni Jarratt, Rebecca Conway
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English Language Acquisition (ELA)	Mariana Suarez, Sara Derwish (G1-2), Stefanie Bradley (G3-4), Shana Mutton (G5), Muriel Charpentier-King
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Art	Isha Joshi
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Music	Victoria Lee
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Library and Information Literacy	Linnea Simon
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STEM & Information Technology	Islen Craig
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Physical Education	Gerben Silvis-Bekkek, Byron Kennedy (G5)
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Chinese	Fu Ping, Jennifer Liu, Helen Wang
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German	Michael Tschoepel
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French	Muriel Duzert
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SECONDARY TEACHING FACULTY

Individuals & Societies	Rhianna James, Wendy Bekkenk, Michael Conway, Madeline Haines, Kit Haines
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Mathematics	Trey Craig, Jim Taylor, Ellie Chuah, Christo du Plooy
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Sciences/Design	Ellie Chuah, Lawrence Kok, Christina Reddaway, Ryan Nel, Geoff Diegel, Zhai Hao
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Theory Of Knowledge (T.O.K)	Wendy Bekkenk
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The Arts (Music, Arts, Drama)	Gill Hunter-James, Rebecca Alosi, Casey Grove
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Language & Literature + Language Acquisition	Joseph Schaaf, Muriel Charpentier-King, Birgit Stolte, Sheila Kim, Li Dong, Windy Wen, Lv Wenjun, Jeff Errington, Linnea Simon, Gareth Williams, Sarah McCord, Rebecca Alosi, Muriel Duzert
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Physical Education	Lily Yang, Byron Kennedy
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Individual Needs	Ambika Gudde Balakrishna
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Counselors	Rebecca Jiang (Guidance Counselor), Ambika Gudde Balakrishna (College Counseling)
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Library and Information Literacy (L/ILC)	Jeff Errington
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Teachers Assistants (T.A.)	Avon Gao, Mickey Yang, Nancy Zhang, Mandy Zhang, Monica Zhao, Bonnie Liu, Anne An, Jade Zhang, Helen Gao, Aileena Song, Melody Hou, Trinity Yang, Liu Yan, Eva Sun, Lucy Xu, Catherine Wei, Lucy Chen, Rachel Zhou, Gao Peng, Lisa Li, Anna Wu
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GLOSSARY OF ABBREVIATIONS

Abbreviations frequently used in this handbook include the following:

CIS	Council of International Schools
ELA	English Language Acquisition
ESD	Education for Sustainable Development
IB	International Baccalaureate
IB DP	IB Diploma Programme
IB MYP	IB Middle Years Programme
IB PYP	IB Primary Years Programme
IST	International School of Tianjin
NPK	Nursery / Pre-Kindergarten
The Arts	Includes Arts / Music / Drama
WASC	Western Association of Schools and Colleges





GUIDING STATEMENTS



IST VISION

The school of choice where students come first.

IST MISSION STATEMENT

The International School of Tianjin is a not-for-profit school offering an outstanding education for the students of the international community of Tianjin.

IST SCHOOL MOTTO

IST - Working together, Learning together, Acting together for our common future.

IST SCHOOL PHILOSOPHY

Our school is a friendly place where the needs of the student come first. We all agree that the school and the family must work closely together to help each child achieve his or her unique potential. We help our students develop resilience and self-confidence, expecting them to be respectful of others and to recognize that everybody is entitled to his or her own point of view.

Our students love to learn. They learn to think for themselves, but they also understand the benefit of working together in teams. Our students learn how to think creatively and critically, how to make sound judgments, and how to apply their knowledge in real life situations. Teachers and parents have high social, moral and academic expectations of our students. Together, they challenge students to make the most of their abilities, and help them to make meaningful connections between the different branches of human knowledge. Our teachers appreciate that individual students learn differently, so they provide a variety of learning experiences and use a wide range of teaching resources, technologies, methods, and assessment strategies. Our community promotes balance and well-being, celebrates all kinds of student success and appreciates that adults, too, are learners.

Our common future requires that we all look beyond our immediate needs. For this reason, our students learn that they have a duty to the wider community and to the environment. They learn to take part in government, to give service to others, and to work towards a better and more peaceful world. They learn about our host country, China, embrace multilingualism, and reflect on how different people in the world can learn from each other. Our students learn to be honest, to persevere in everything they do, and to have the courage to defend their views while making informed and ethical choices as future leaders in our changing world.

IB / IST LEARNER OUTCOMES

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

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IST/IB Strive to be:	
Friendly	We cheerfully engage with all members of the community, showing genuine interest and goodwill towards others. We speak positively and charitably with and about each other to foster sincere and inclusive relationships.
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Courageous	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

INTERNATIONAL MINDEDNESS

International mindedness at IST is grounded in the principles of the IST School Philosophy, the Mission of the International Baccalaureate, and

- our commitment to a rigorous IB education and character development through the IST Learner Outcomes;
- our dedication to multilingualism, literacy, numeracy, and responsible lifestyles and use of technology;
- our provision of a wealth of service opportunities, co-curricular programs, and special events that allow individuals from around the world to come together as a diverse and unified community here in Tianjin.



HIGH QUALITY LEARNING

Learning at IST is an inquiry-based, conceptually-driven process guided by our school Philosophy and the IB programmes where we cultivate and deepen knowledge, skills, understandings and dispositions through engaging, meaningful and diverse experiences repeated over time.

High quality learning:

- Nurtures curiosity, enthusiasm and courage
- Builds on prior experiences and is guided by a clear purpose
- Explores ideas, issues and topics of personal, local and global significance and extends learning to new situations and contexts
- Applies critical, creative and ethical thinking to evaluate ideas and situations
- Uses diverse literacy skills for effective communication
- Draws upon transdisciplinary skills and disciplinary knowledge, processes and structures
- Inspires innovative ideas and solutions utilizing relevant technologies and media
- Includes modeled, guided, independent and interdependent learning experiences
- Relies on frequent and diverse forms of feedback, assessment and reflection
- Ensures students have choice, voice and ownership and opportunities for action



IST COMMUNITY SAFE GUARDING AND CHILD PROTECTION

BOARD POLICY 'COMMUNITY SAFEGUARDING'

Community members shall conscientiously follow all school procedures intended to assure the safety, health, security and wellbeing of students and all others participating in school activities or using school facilities. This shall include compliance with any and all requirements and regulations as set by the government of China, and school regulations pertaining to safeguarding.

CHILD PROTECTION

Child Protection provides child-centered, family-focused services to protect children and young people from significant harm caused by abuse or neglect within the family or by others. It aims to ensure that children and young people receive support and services to deal with the effects of abuse and neglect on their wellbeing and development.

MISSION AND OBJECTIVES

- Our school provides an environment where students feel safe, learn, develop and have a voice.
- Our school promotes community awareness of, and provides training for, safeguarding students.
- Our teachers equip and develop in students, the agency, skills and knowledge needed to keep them safe.
- Our school has procedures for the identification and reporting of cases where harm or risk of harm to a student is suspected and ensures that all staff are aware of such procedures.
- Our staff supports students who have suffered abuse or who may be at risk.
- Our Child Protection Officer monitors and reviews child protection practices and procedures.
- Our school has procedures in place to facilitate and promote the safe use of technology.
- Our administration ensures safe practices to verify the suitability of staff, volunteers and visitors.

If any community member suspects any harm or risk of harm to a student, they should immediately report this to the Child Protection Officer (School Counselor), Principal or Director, who will take action following the IST Safeguarding and Child Protection Policies and Guidelines. Further details of these policies and guidelines can be located on the school website: <http://www.istianjin.org>





SCHOOL GROWTH AND DEVELOPMENT

IST's student body and teaching staff have grown rapidly since the school's foundation in 1994. IST currently employs 63 highly qualified teachers and administrators from a variety of countries including the USA, Australia, New Zealand, Canada, the United Kingdom, France, Germany, Korea, and P.R. China.

The average teaching experience of the IST faculty is over 15 years. This dynamic teaching staff caters to the learning and social needs of approximately 450 students from more than 35 different countries.

Accompanying this rapid growth in the IST family has been the development of a truly international and child-centered curriculum. IST is fully accredited by both the Western Association of Schools and Colleges (WASC) in North America and the Council of International Schools (CIS) in Europe. IST is also an IB Continuum World School fully authorized to deliver the highly regarded International Baccalaureate Primary Years Programme (IB-PYP), the Middle Years Programme (IB-MYP) and Diploma Programme (IB-DP). As an accredited school, IST is a member of the East Asia Regional Council of Overseas Schools (EARCOS), and an active and founding member of the Association of Chinese and Mongolian International Schools (ACAMIS), the International Schools Athletic Conference Beijing /Tianjin (ISAC), and the International Schools Conference of Tianjin (ISCOT).

IST's dynamic curriculum development has been mirrored by the development of our world class, purpose-built 7.2 hectare school campus – the first and most extensive in Tianjin. IST has outstanding facilities for its academic, cultural and sporting programs. The school's current buildings house over 75 general classrooms in addition to a dedicated Early Learning Center (ELC), an amazing library, five science laboratories, computer, robotics and XR laboratories, and a number of satellite computer rooms. There are specialist

suites for design and information technology, music, art, and drama, and a magnificent 520 seat theatre and Black Box. There are dedicated spaces for individual, family and college counseling as well as special provisions for individual learning needs.

The school has a professionally staffed clinic, an externally catered cafeteria and café, and extensive lounges and recreational and private learning spaces for students, staff, and parents. Facilities for sports include an enormous double court gymnasium, a climbing wall, half and full-sized soccer pitches, a 400m running track and numerous outdoor basketball courts. The quality of our sporting amenities, and the strength of the sporting program, ensure that IST takes a leading role in interschool sports leagues, both in Beijing-Tianjin and China-wide. The classrooms and school buildings are surrounded by extensive park-like grounds and recreational spaces, including a range of indoor and outdoor playgrounds for students.



STUDENT APPLICATIONS, ADMISSIONS, DEPARTURES & RELATED POLICIES

ADMISSION AND PLACEMENT OF STUDENTS

The International School of Tianjin does not discriminate in admissions with regard to race, gender, ethnic origin, or religion. The decision to admit a student is based on an assessment of the student's ability to benefit both from the school's academic programme and also from the student environment, which emphasizes care for the person, development of self-discipline, and responsibility to the community.

All admissions decisions are made by the principals in consultation with the Director and relevant academic staff.

Students shall be placed in grade levels by age. The cut-off date determining grade placement shall be September 30th, although exemptions may be considered for students demonstrating developmental readiness whose date of birth falls within seven days of the cut-off (i.e., 7 October). The minimum age for admission shall be two years and nine months. No student may be admitted who shall turn 20 years of age prior to the date of his or her graduation. The Director shall specify any exceptions.

Children must be 3 years of age by September 30th of the current academic year to be placed in KG1b; 4 years of age by September 30th to join KG2; 5 years of age by September 30th to join KG3 (Kindergarten); 6 years of age by September 30th to join Grade 1 (Year 2), and so on at all grade levels throughout the school.

Note: there are 2 exceptions to the age criterion, as follows:

Students who are two years and nine months and fully potty trained may join the half day KG 1a (Nursery 1a) class. However, to immediately join the full-day KG 1b (Nursery 1b) programme students must turn 3 years of age by September 30th. Students who turn 3 years of age after September 30th but before the commencement of the second semester will be placed in KG1a (Nursery 1a) but may join the full day KG1b (Nursery 1b) program for the second semester. All students must turn 4 years of age by September 30th of a given academic year before they are subsequently placed in the K2 (Pre-Kindergarten/Reception) programme for that year.

From KG3 upwards, students joining the school who do not meet the school's 30 September age criterion but have successfully completed a given grade level in their previous school, equivalent in both age range and learning expectations to that offered at IST, will be considered for placement in the following year's grade level. Fully documented and notarized school records and testimonials clearly indicating the student's readiness for the placement must be provided. Such placement decisions will be made on a provisional basis, and will be subject to mid and end of year review. Should the school determine that the placement is not meeting the student's learning needs, grade demotion or repetition may be considered.

Students transferring from school systems that do not operate on an August to June school year will normally be required to repeat part of a given grade level. When considering a waiver of this requirement the school will consider a variety of factors, including the student's age and social maturity, academic performance, and level of English language acquisition. At the discretion of the director, students may be considered for direct August placement into Grade 1 (bypassing the prerequisite of having completed a



full year of Kindergarten/KG3), if they turn 6 years old prior by January 31 of the same calendar year.

A student may not enter or remain at IST unless s/he is living full-time with at least one parent or guardian. The Board of Governors must approve any exceptions to this regulation.

The school gives priority for admission within the following provisions:

- Siblings of current students take precedence over new applicants without other children currently enrolled at the school.
- The number of students requiring ELA services will be limited according to the school's resources.
- Remaining applicants will be processed by date of receipt of a fully completed application, (incomplete applications will not be processed for enrolment without special arrangement with the school office).
- The school will strictly adhere to the class size policy adopted by the Board of Governors; however, with Board of Governors approval the Director may permit minor departures from this policy.
- Students may not attend class until all parts of their application package are received by the school office.

INCLUSIVE EDUCATION

IST expects that all enrolled students are included in mainstream classes for the majority of the school week. Inclusion at IST aims to increase access and engagement in learning for all students by developing a differentiated and supported program meeting the needs of each student. This is achieved by a culture that upholds and respects the partnership between all stakeholders so that the interests of all students within IST are safeguarded. IST believes that all students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.





ADMISSIONS POLICY FOR STUDENTS WITH INDIVIDUAL NEEDS

IST accepts students with mild to moderate learning difficulties dependent on their learning needs. Students will be admitted who are able to participate successfully in the regular classroom with a limited amount of support. There is limited access to specialized support services in Tianjin and IST may not be able to meet the needs of students who require a high level of such support. Decisions on admissions of students with special educational needs are made by the school's administration in consultation with the Student Support Team and the students' parents. It is recommended to parents of students with special educational needs that they contact the school before they decide to move to Tianjin. IST will support and monitor the progress of enrolled students with special educational needs. If the school determines that it can no longer meet the needs of an enrolled student, the parents may be requested to withdraw the student from the school.

While a student with learning support requirements is enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including suitable arrangements and adjustments for teaching and assessment. This will be in consultation with the Administration and Student Support Team and if available, consideration of official diagnosis and recommendations.

ELA ADMISSIONS POLICY

English is the language of instruction at the school. In its endeavor to provide a rich and challenging English language learning environment, it is necessary that the school maintains the integrity of its academic programme by ensuring that the majority of our student body is able to comprehend the cognitive academic language spoken in the classroom. It is recognized that as an international school, many students at IST do not speak English as their first language, and many of them require support to foster their acquisition of English. To this end, the school provides a comprehensive and dynamic additional English Language Acquisition (ELA) programme to meet the needs of students who speak English as an additional language.

Students applying for Grade 1 to Grade 12 for whom English is not the mother tongue, or for whom there is concern regarding their level of English language proficiency, receive an English language proficiency assessment and interview prior to enrolment. The English language proficiency test assesses students' English language proficiency in reading, writing, speaking and listening. Nursery, Pre-Kindergarten and KG3 applicants are not formally assessed. A new applicant's English language proficiency is assessed using the grade level assessment appropriate to the grade level for which they are applying.



In aiming to maintain a learning environment in which the majority of our student body is able to comprehend the cognitive academic language spoken in the classroom, the school limits the number of students at lower levels of English language proficiency as determined by the internal assessments as follows:

- No restriction in KG1 (Nursery) and KG2 (Pre-Kindergarten/Reception)
- No restriction in KG3 but with the guideline not more than 50% of the maximum class size
- 25% of the maximum class size in Grades 1-7
- Admission decisions for ELA students in Grade 8 or above are made on an individual basis.

Students who demonstrate an overall English Language Proficiency Level outside of internally set markers, are not formally classified as ELA and receive no additional English language support beyond that which is provided for students for whom English is the mother tongue.



APPLICATION AND REGISTRATION PROCEDURE

All applicants for student admission are given an application package and usually meet with the director and/or the relevant principal at the same time to receive an introduction to the school, its philosophy, curriculum, and campus. Once an application package has been received by the school, it is dated and the student is given an application code number. The application package must include a copy of the student's previous academic records for the last two (2) years, notarized if translated, together with the records of any standardized achievement tests and special academic or psychological evaluations. The principals then interview all students, and those from ELA backgrounds are given language proficiency assessments. Students may also be given Mathematics assessments. The purpose of these assessments is to assist classroom teachers in more effectively meeting the individual needs of new students. Should these assessments or the student's previous school records indicate concerns about the student's ability to benefit from IST's academic programmes, additional assessment by the school's Individual Needs teacher may be required.

Following the interview and testing procedures, a decision is made as to whether or not a place will be offered to the student. Restrictions on the number of beginning ELA students (see ELA Admissions Policy, above) and on class size determine the availability of places. If no place is available the student is placed on a waiting list according to the date of application.

A physical examination within the past six months is required for all new students. Medical forms will be made available at the time of registration. All students must have submitted a completed application package before entering the school. Exceptions to this rule will be rare and considered on a case-by-case basis. Any specific admission decision will not set precedence for subsequent decisions.

Students currently attending IST will be asked to re-register for the upcoming academic year during the month of April. Open registration for new students will take place during the first week of May. This is the first date that registration fees for the coming academic year will be accepted.



PLACEMENT OF STUDENTS IN GRADES AND CLASSROOMS

The school's admission policies in relation to age, previous schooling, and the provision of ELA and Individual Needs support are stated above on pages 17-20. When determining the grade placement of a student, the school assesses each individual student in relation to his/her abilities, age, physical and social development, as well as past academic performance. Generally, the school does not consider advanced placement in a grade above a student's chronological age as beneficial for the student's academic development or social well-being. Advanced placement is therefore not normally permitted. Children who transfer into IST from school systems operating under a different calendar year will receive accelerated placement only in exceptional circumstances.

The placement of a child in a particular class is the decision of the school. The following criteria are used to determine who is placed in each classroom:

HETEROGENEOUS GROUPING

We try to assure classrooms have a mix of ability levels and ethnicity of students. In addition, we try to get a nearly equal ratio of boys and girls.

ENGLISH ROLE MODELS

We develop class lists so that each classroom has some native English speakers. These children serve as role models for ELA students.

SOCIAL FACTORS

On occasion, there are times when it is best for two children to be separated for social reasons. Similarly, it is also sometimes best to keep 2 children together in the same class.

SPECIAL CONSIDERATIONS

Certain children may have special learning or social needs which can best be met by a specific teaching style.

The school will accept suggestions from parents regarding the placement of their child. Such



requests should focus on the specific learning needs of the child, not on a preference for one teacher over another. The school will pay close attention to these requests but may not always grant the request. In general, we view enrolment of students in specific classrooms as a global concern for the school. Classroom placement, therefore, is necessarily the school's decision.

LATE ADMISSION

The school is flexible regarding the admission of students throughout the school year. Placement of a student into a grade level is made on an individual basis, and is the decision of the school's administration, who will consult with the parents. Considerations include: the student's age; grade placement in previous school; time of year of admission; previous school records; and level of English language acquisition. Students transferring from school systems that do not operate on an August to June school year will normally be required to repeat part of a given grade level.

RETENTION OF STUDENTS

Retention of students is not a common practice at IST, but there are times when it may be beneficial for the student. The principal and teachers will consult with the parents of any child considered for retention. The final decision on retention is made by the principal in consultation with the director.



PARENTS OUT OF TIANJIN

Except by the authorization of the Board of Governors, students may not attend the International School of Tianjin unless one parent is in full-time residence in Tianjin. If both parents plan to leave on a business trip or holiday, they must inform the school office in writing giving details of names of guardian(s), contact numbers and addresses. A helper in the home may NOT serve as the guardian unless remaining in the home at all times that the student is present, and without the prior approval of the school. Please note the importance of notifying the school when both parents are leaving Tianjin, as this helps a great deal in understanding and working with your child. This information is essential when parents are out of town, in case your child is injured and emergency medical treatment is required.

RE-REGISTRATION FOR THE NEXT SCHOOL YEAR

Students re-register for the following year on a form provided by the school during the month of April.

LEAVING STUDENTS

For leaving students, written notice should be given to the school Admissions & Administrative Offices Manager, ideally at least three weeks prior to the time of departure. A withdrawal form, available from the School Office, must be completed by each leaving student. When the student departs, the school will provide up to 3 copies of the Certificate of Attendance and School Progress Report (upon request). Additional copies of school documentation are available as follows:

- a) Certificate of Attendance (5RMB per copy)
- b) Annual School Progress Report (5RMB per copy)

Three student transcripts of grades will also be provided for high school students with additional copies obtainable upon request at the cost of 5RMB per transcript. "Official Transcripts" are transcripts duly signed and sealed by a member of the school administration. They reflect the

student's course load and mark/grades obtained in each subject up to the date the transcript was prepared. No records or transcripts are released to anyone until all financial obligations to the school have been met. Parents should give at least five days' notice when requesting transcripts. IST will forward academic, health, and test records to the student's new school upon request of the child's parent.

Parents are required to cover the cost of mailing college applications, including the cost of using a courier service (such as FedEx) where necessary.

EARLY LEAVING POLICY

IST's program is planned for a full thirty-six weeks of instruction. While fulfilment of routine academic requirements may be accelerated, maximum benefits take place when a student is physically present in class to interact with other students and teachers.

Early withdrawal can present the following serious difficulties:

- failure to acquire essential skills
- potential loss of continuity in school experience and failure to bring adequate closure to the year and relationship with peers
- a demoralizing effect on students remaining at school
- undue pressure and load on teachers assisting early leavers

For these reasons we encourage parents to make arrangements for their children to complete the full school year before making summer plans. To help parents with their planning, the outline school calendar is published in December of the preceding school year. If you are considering withdrawing your child at an early date, you need to submit a written request to the director explaining the necessity of early departure at least three weeks in advance of the planned date of withdrawal. Please include in the letter whether your child is returning to the International School of Tianjin next year or is permanently withdrawing. Also include the child's name, grade, teacher, and last day of attendance. In all cases, it is important

at the time of early departure for parents to fully understand the decisions that have been made regarding grade placement, completion of courses, and course credit. In most cases, report cards will not be available until the last day of the school year.

STUDENT RECORDS

The IST regulations relating to student records are as follows:

STUDENT RECORDS

Each student at the school will have a cumulative record folder containing registration forms, health forms, test scores, copies of report cards, and teacher anecdotal information on file in the school office. A copy of each student's medical records will also be kept in the school clinic. The counsellor will keep records of students referred to him/her.

ACCESS TO RECORDS

A parent or legal guardian of a student attending the school shall have the right to inspect and review the file(s) directly related to that student. The parent or guardian may direct a request for review within a reasonable length of time, and shall reserve the right to have the review take place in his/her presence or in the presence of a designated school administrator.

School personnel having access to student records are legally defined as "any person or persons under contract to the school and directly involved in working towards either the affective or cognitive goals of the school." This is interpreted to include all members of the professional staff in making educational decisions regarding students; such support personnel as the director may specifically assign to maintaining student records; and members of the Board of Governors in a case where the admission or exclusion of a student is brought before the Board of Governors for final decision.

The counsellor's records are considered confidential and are available only to the student's principal and the director on a need-to-know basis when the safety or wellbeing of the student is at risk.



RELEASE OF RECORDS OR INFORMATION

No teacher, administrator, employee, or member of the Board of Governors shall provide any personal information concerning any student enrolled in the school, unless the person to whom the information is to be given is one of the following:

- A parent or guardian of the student who has legal custody;
- A person designated in writing by the parent or guardian to act on the parent's or guardian's behalf;
- An official of a public, private, or parochial school where the student has attended or is planning to enroll.

Copies of student records shall be made available to parents or guardians upon request at no cost to the parents or guardians, subject to the conditions stated in the previous section entitled "Leaving Students".

Copies of student records, and in some cases the actual records themselves, shall be sent to a school in which the student intends to enroll or has enrolled. (Parents or guardians may also be permitted to hand-carry records to help smooth the student's transition to his/her new school). Records will be released upon the request of the parents or guardian or of the receiving school. For release of confidential information (such as special education records), written permission from the parent or guardian is necessary; the letter of consent will state which records are to be released, and to whom.

The school will not release information regarding any student to any outside agency, unless the government or its agencies legally require the information.

All authorizations for release of information will be filed in the student's cumulative folder to serve as a record of which records were released, for what purpose, and to whom.

Surveys, questionnaires, and research proposals submitted to the school by outside groups or individuals must be referred to the director. If student records are used for research, all

identifying marks and data must be obliterated before release.

No records or transcripts of students leaving will be released unless all school fees have been fully paid, and unless fines and charges assessed for loss and damages to the school have been settled to the school's satisfaction.

PUBLICATIONS OF STUDENT NAMES AND IMAGES

In enrolling their child at IST, and signing Application Form C (Parental Agreement) parent(s) and guardian(s) are deemed to have granted permission for their child's name and images to appear in school publications such as the yearbook, the school website, school promotional publications and social media sites.



SCHOOL FEES

PAYMENT OF SCHOOL FEES AND REFUND POLICY

It is essential that school fees are paid promptly for the smooth operation of the school. To this end the Board of Governors has adopted the following timeline in the event that companies or parents are late in paying fees.

All payments are due in full by July 31st preceding the next academic year (registration, component A Fee and at minimum, first semester's component B Fee).

In the case of enrolment during the course of a semester, fees are due in full no later than four weeks after admission.

For students enrolling after the first 20 school days of the first semester, and after the first 20 school days of the second semester, the component B Fee for that semester will be pro-rated for the number of days remaining in that semester.

Companies or individuals with payments one to two weeks in arrears will be sent a late notice by the school's business office.

Companies or individuals delinquent one month or more in payment of fees will be charged a late payment fee of 10% of the annual component B Fee, pro-rated for the period of delinquency.

Students whose fees have not been paid in full after two months of attendance may be suspended from school until payment is made.

Students returning to IST for enrolment after an interval away from the school will not be charged the registration fee.

No refunds will be made for registration and the Component A Fee. However, the Component A Fee already paid for a student in a given school year may be transferred to a new student from the same company or family so long as the new student is enrolled after the departure of the leaving student.

Under normal circumstances*, the Component B Fee will be refunded on a pro-rated basis within the first week of the commencement of a quarter (as defined in the school calendar). For students leaving the school after the end of the first week of a quarter, no refunds will be made for the component B Fee pertaining to that quarter. However, the component B Fee pertaining to the remainder of that quarter may be transferred to a new student, as with the component A Fee transfers. The component B Fee pertaining to subsequent quarter/s, if already paid to the school, will be refunded in full.

In the event of force majeure closing of the school or campus, or any other adverse circumstances that the school could not reasonably be expected to predict or control, no fees will be refunded following the date of the announcement of the closure. Enactment of IST's force majeure policy nullifies other policies related to fee refunds, including those pertaining to refunds for subsequent quarters, unless the intention to withdraw a given student was formally declared prior to the closure. Lost days resulting from a force majeure closure will only be rescheduled if they do not contravene employee contractual terms and the director deems it necessary to ensure that educational objectives are not compromised.

Students admitted for a period of 30 calendar days or less do so with the understanding that no formal assessments or progress reports will be provided for this period of attendance. Tuition Fees will be pro-rated only when this period of admission is stipulated in advance.

The Component A Fee is an annual charge and is therefore not pro-rated and is non-refundable. The only exceptions to this policy relate to the pro-rating of the component A Fee for students leaving in the first quarter of the school year or for students enrolling in the final quarter of the school year.

* As defined by the Board of Governors





IST FEE STRUCTURE 2024 – 2025

26

REGISTRATION FEE

RMB

For new students only; payable upon application and non-refundable

2,000

TUITION FEES**COMPONENT A: NON-REFUNDABLE**

KG 1a (Nursery 1a, half-day)

32,300

KG 1b (Nursery 1b, full-day) / KG 2 (Reception / Pre-K) / KG 3 (UK Year 1)

37,900

Grade 1 to Grade 12 (UK Year 2 to Year 13)

51,300

COMPONENT B: PRO-RATED

KG 1a: Half-day Program (Nursery: admission from 2y9m, and for students not yet 3 on 30 September 2024; transition to full-day program available in Semester 2 for students turning 3 before the start of Semester 2)

51,600

KG 1b: Full-day Program (Nursery: direct admission for students turning 3 by 30 September 2024) & KG 2 (Reception / Pre-K: direct admission for students turning 4 by 30 Sept 2024)

114,800

KG 3 (UK Year 1: direct admission for students turning 5 by 30 September 2024)

149,700

Grade 1 to Grade 5 (UK Year 2 to Year 6)

203,000

Grade 6 to Grade 10 (UK Year 7 to Year 11)

214,500

Grade 11 to Grade 12 (UK Year 12 to Year 13)

219,300

COMPONENT C: PRO-RATED

KG 2 to Grade 12 (German) & KG 3 to Grade 12 (French) Mother Tongue Participation Fee

27,000

Grade 11 to Grade 12 Higher Level French & German Mother Tongue Participation Fee

40,000

TOTAL TUITION FEES: COMPONENT A+B

(exclusive of registration fees for new students and mother tongue fee)

KG 1a (Nursery 1a, half-day)

83,900

KG 1b (Nursery 1b, full-day) / KG 2 (Reception/Pre-K)

152,700

KG 3 (UK Year 1)

187,600

Grade 1 to Grade 5 (UK Year 2 to Year 6)

254,300

Grade 6 to Grade 10 (UK Year 7 to Year 11)

265,800

Grade 11 to Grade 12 (UK Year 12 to Year 13)

270,600

IB DIPLOMA EXAM FEE PAYABLE TO IBO*

(based on IB subjects opted for by the students)

Grade 12 (UK Year 13) only

4,000 to 6,200

PLEASE NOTE:

1. IST school fees include both the daily set-meal lunch and Week Without Walls and other excursions
2. The Component A Fee is an annual charge and is therefore not pro-rated and is non-refundable. The only exceptions to this policy relate to the pro-rating of the Component A Fee for students leaving

in the first quarter of the school year or for students enrolling in the final quarter of the school year when this period of admission is stipulated in advance. The Component A Fee is intended to support the ongoing maintenance and capital improvement of the school.

3. There is a 20% discount on the Component B Fee for the third child in one family attending the school and a 30% discount on the Component B Fee for the fourth and subsequent children in one family attending the school.
4. The Component C French Mother Tongue Fee does not apply to Airbus students due to company sponsorship.

PAYMENT GUIDELINES:

1. Invoices for students enrolled for the 2024/2025 school year will be sent to paying parties in early May 2024.
2. Payment of the annual Component A Fee and at minimum, the first semester of the Component B Fee is due no later than July 31, 2024. By written request the Director will consider approval of payment of the Component B Fee on a quarterly basis. Such requests must be accompanied by an endorsed letter from the applicant's company clearly stating that the applicant assumes full responsibility for the payment of school fees and that these fees are not otherwise compensated for by the company. Payment of the Component B Fee on a quarterly basis may also be considered by the Board of Governors under other special circumstances and by written request. All such requests must be applied for in writing and on an annual basis. (Note: The criteria for this policy are subject to annual review by the IST Board of Governors.)
3. As an incentive a 2% discount on the Component B Fee shall be provided to patrons who opt to pay the entire annual fee no later than June 7, 2024. This discount is non-refundable if a student attends less than the full year and shall only be applicable to the Component B Fee for students who pay for two semesters at one time.
4. Fees are payable in RMB or in U.S. Dollars. Patrons opting to pay in USD are requested to check the current rate of conversion (RMB to USD) being used by the school from the school's Business Office.

- **Wire Transfers in RMB made from Chinese Banks:**

PAY TO: 中国光大银行天津分行
 BANK CODE: 303110075525
 BENEFICIARY: 天津经济技术开发区国际学校

- **Wire transfers in USD made from Overseas Banks:**

BENEFICIARY: International School of Tianjin
 BENEFICIARY BANK: CHINA EVERBRIGHT BANK TIANJIN BRANCH
 (Swift: EVERCNBJTJ1)



* IB Examination fees have been estimated based on the current Exam Fee structure of the IB, and will be subject to change if rates are changed during the course of the school year 2024-25. For students opting for the IST Diploma (and not for the IB Diploma or Certificate/s), this fee will not be charged. Full refund of the IB Diploma Exam Fee will be given if written notification of withdrawal is submitted to school prior to the last school day before the winter holiday. After this date the IB Diploma Exam Fee is not refundable.

IB Diploma retakes are openly available to students in either the November or May sessions. Students must pay two fees: the re-examination fee to be paid to the IB but collected by IST, and the IST administration fee. These fees are varied in accordance with IB registration deadlines, with IST administration fees set at RMB1,200 for early registration and RMB2,400 for late registration.

SCHOLARSHIP PROGRAMME

IST offers financial aid in the form of a scholarship and bursary program for students in their final 2 years of school. The purpose of the scholarship programme is to provide an outstanding educational opportunity each year for a limited number of students of exceptional talent and with demonstrated financial needs. Please check the school website or contact the director for further details.



THE SCHOOL DAY AND STUDENT ATTENDANCE

SCHOOL HOURS

The school gates are opened at 7:30 am allowing students to enter the school. Students must then report to their assigned point of assembly until released by the duty teacher at 7:50. The school day commences at 8:10 am and consists of homeroom, recess and lunch, and eight 40-minute periods.

Elementary Schedule			Secondary Schedule		
Period	Mon/Tues/ Thurs/Fri	Wed	Period	Mon/Tues/ Thurs/Fri	Wed
Homeroom	8:10-8:20		Homeroom	8:10-8:20	
1	8:25-9:05		1	8:25-9:05	
2	9:05-9:45		2	9:05-9:45	
Recess	9:45-10:05		Recess	9:45-10:05	
3	10:05-10:45		3	10:05-10:45	
4	10:45-11:25		4	10:45-11:25	
5	11:25-12:05		5	11:30-12:10	
Lunch	12:10-1:05	12:10-12:50	6	12:10-12:50	
6	1:10-1:50	12:50-1:30	Lunch	12:50-1:50	12:50-1:30
7	1:50-2:30	1:30-2:10	7	1:50-2:30	1:30-2:10
8	2:30-3:10	No period	8	2:30-3:10	No period
Homeroom	3:10-3:15	2:10-2:15	No End of Day Secondary Homeroom		

School ends at 3:15 pm (all days except Wednesday) at which time students return home, apart from students participating in after-school activities. School buses depart at 3:25 pm and there is school bus at 4:30 pm for students taking part in after-school activities. There may be a further bus depending on sporting practice times.

There is a shortened school day on Wednesdays, when classes end at 2:15 pm and buses depart at 2:25 pm. The purpose of the shortened school day is to provide teachers additional time for collaborative meetings. Students follow a compressed schedule of hours on Wednesday and no lessons are missed.

The Nursery 1 morning program is a half-day program and ends at 12:00 pm, at which time these students return home. There is an optional full day Nursery 2 program for students who are 3 years of age by September 30th of the current academic year and for those N1 students who turn 3 years of age after September 30th but before the commencement of the second semester. The Pre-Kindergarten class is a full day program.





STUDENTS ON CAMPUS BEFORE OR AFTER SCHOOL HOURS

Only Grade 11 and 12 students are allowed onto campus before 7:30 am for unsupervised private study. Both grades may also stay unsupervised at school until 5:00 pm provided that they have made travel arrangements, provided they have received formal approval from the Secondary Principal. Students remaining on campus may not take priority seating on IST buses from those students registered to be on the bus each day. Any other student wishing to stay outside of the hours listed above may only do so with explicit teacher supervision and principal approval.

Grade 12 students are also permitted to enter the school campus on weekends or holidays between 8:00 am and 4:00 pm provided that they have BOTH teacher permission and principal permission. They must sign in at the school guardhouse and obey all standard rules while on campus.

With the exception the above, other students may only remain on or return to the school campus after 3:30 pm if accompanied by a parent, or for after-school activities or other official events at which time they must be under the direct supervision and responsibility of a teacher. Students must then leave the campus immediately after the activity or event in question is finished. Students wishing to be spectators at IST hosted sports events may do so only with the permission and under the supervision of attending IST coaches and teaching staff.

ABSENCES & TARDINESS

When a student is absent from school, parents are required to telephone the teacher/school office an explanation on the day of absence or provide a written explanation upon the student's return to class. This written explanation is necessary for proper attendance record keeping. If a child will be absent for a prolonged period, the parents should contact the school office so that the teacher may be informed and arrangements may be made for missed work. A doctor's note is required following an absence of six or more consecutive school days due to a major illness, communicable disease, or injury. The doctor's note should state that the student may return to class, as well as noting if there are any physical restrictions.

It is important that students arrive at school on time. Tardiness disrupts classroom activities and may result in a student missing critical learning and affect his/her grades. A tardy student must check in at the front desk in the main lobby to obtain a tardy slip before going to his/her classroom. Parents should also note that departing school early accrue absences. According to IST policy, students who miss 1-4 periods of class will be marked for a HALF-DAY absence from school. Students who miss 5 or more periods of class will be marked ABSENT from school. Additionally, if a Secondary student reports to the clinic and cannot return to class within 40 minutes, the student will be sent home and marked a minimum HALF-DAY absence.



MAKE-UP POLICY

The school realizes that there are times when children may be ill and unable to attend school. Teachers will provide the assignments missed. They may be provided online. For absences of more than three days, assignments may be picked up at a time previously arranged with the teacher. Please allow at least one day's notice since teachers do not always have free time during the day to gather your child's assignments.

Absences due to travel are sometimes unavoidable in China, although the school strongly urges parents to schedule trips in the times provided for holiday travel. While we can provide written assignments, these are a poor substitute for the discussion and interaction of the classroom. If you must take your child out of school, please notify the teacher at least one week ahead of time. The teacher can then compile the major assignments for your child.

Secondary parents traveling with their children during term time must check to ensure their child is not missing semester exams or other major examination dates. These dates are specified in the calendar of school activities. Unless there are extenuating circumstances, students missing semester exams will not be given the opportunity to make-up missed grades.

Teachers usually do their detailed planning a week at a time. If your child is going to be gone for more than a week, do not expect more than one week's work to be given before departure. Major assignments the child missed will be given upon return.

If a student is absent for 20 days or more during one school year, he/she may be required to repeat the grade level in the following school year. This decision is based upon the school's belief that the absences would significantly affect either the student's ability to complete the core components of the curriculum requirements of the year of the absence or for a student to successfully participate in the next grade level. The school will take into account time spent in another school during the period of absence, differing school systems, and school attendance calendars when making such

decisions. Decisions on retention and promotion are made by the director in consultation with the appropriate principal.

Make up for extended absences for medical reasons should be arranged through the teacher(s) and appropriate members of the school administration. Students are responsible for making up all missed work, whether or not an absence was excused; however, credit will not be given for work made up after an unexcused absence.

In unusual circumstances, for example during times of actual or threatened epidemic/pandemic diseases or security alerts, the director, in consultation with the Board of Governors, is authorized to apply temporary regulations regarding student absences, credit requirements, course completion, retention, and promotion.

TRUANCY

Students are expected to attend all lessons in school throughout the regular school day. Students who are absent from school, from individual lessons, or from official school activities such as field trips, without permission from their parents or the school will be considered to be truanting. Truanting students will face disciplinary action. In addition, at the discretion of the school's administration, they may be required to take part in a guidance program which may also include their parents.

In cases of repeated truancy, the director may permanently expel the student from the school.





STUDENTS LEAVING SCHOOL GROUNDS OR EVENTS

The school is responsible for the students' safety and supervision from the time they enter until the time they leave the school campus at the end of the school day. No student is permitted to leave the school grounds during the school day without permission from the director or appropriate principal and their parent or guardian. Students will only be allowed to leave school with parents or the student's registered driver if a letter of authorization is received from the student's parents. Similarly, no student is permitted to leave an off-campus school sponsored event without permission from the teacher in charge.



PROCEDURES

ABSENCES/TARDY FROM CLASS: SICKNESS

In class, when a student feels sick, he/she informs the teacher and requests to go to the clinic.

If the student visits the clinic at recess or lunch time and misses class, the nurse will email or issue a note to the teachers whose class has been missed. If the student has seen the nurse and been advised to go home, the relevant principal and attendance officer must be informed. The attendance officer will then inform teachers.

If the student goes to the clinic and then returns to class a note is needed from the nurse to enter class again. Secondary students who cannot return to class after 40 minutes will be sent home and marked with a minimum HALF-DAY absence.

ABSENCES/TARDY FROM MAJOR ASSIGNMENTS/EXAMINATIONS DUE TO SICKNESS:

If a student misses a formally scheduled examination or deadline for reasons of illness, a doctor's note must be provided for the date in question if any opportunity to make up the missed assessment or deadline is to be given.

ABSENCES/TARDY FROM CLASS: STUDENT-TEACHER CONFERENCE

Students should be issued with a note from a teacher to explain any late arrival to class in the case of a teacher conference or meeting.



HOME AND SCHOOL COMMUNICATION

HOME-SCHOOL COMMUNICATION

A child's school life is greatly enriched by a family that is well informed and active in school affairs. To ensure that parents are well informed about class and school events IST conveys information to parents in many ways, including the following:

WEEKLY NEWSLETTER

Every Friday of a school week, the Director's newsletter 'Blaze' is emailed to all school families and also posted on the website and the school's official WeChat account. Attached to the newsletter there are often important school publications as well as flyers about upcoming school events.



SCHOOL WEBSITE: WWW.ISTIANJIN.ORG

The school's website is a means to convey important and current information to parents and other interested persons. It includes interesting accounts and photographs of recent school events. The weekly BLAZE newsletter is also published on the website. Parents are urged to visit the website once or twice every week.

SCHOOL'S PRESENCE ON SOCIAL MEDIA

The school has official pages on Facebook, Twitter, Instagram, WeChat and YouTube which are regularly updated with current information about events and activities happening in and around the school. This has become a major source of updates for the community about life in IST.



TODDLE

This is the school online curriculum management platform. All parents and students receive login information on admission to the school. In secondary school, this is the primary form of communication between teachers and students. General course information, assignments and marks for summative assessments are visible on the site. The semester report production process also occurs through Toddle.

EMERGENCY E-NOTIFICATIONS

The school will send home emergency e-messages by email (or with the students), as needed. Emergency messages will generally also be published on the school's website.

EMERGENCY TELEPHONE TREE

The school passes extremely urgent messages to parents, including the announcement of Fog Days, by means of the Emergency Phone Tree. Parents should keep their copy of the emergency tree next to their phone for ease of reference or save the relevant contact on their mobile. It is essential that parents inform the school office of any changes to your contact details. Please also inform the parents one and two levels above you on the phone tree of a change of number, as it is impossible for the school to re-issue the phone tree for each individual number change throughout the year; however, the phone tree will be updated periodically.



ELEMENTARY HOMEWORK NOTEBOOKS

All classes in the elementary school send home fortnightly overviews of learning. This is to allow parents and students to engage in conversations around upcoming learning activities. In the Elementary school, homework notebooks are sent home weekly. This may look different across the grade levels. Some grades may send homework on Monday and expect it back on Friday. Others may send their homework on Wednesday and expect it back on Tuesday.

SECONDARY HOMEWORK LOGS

All teachers use the internet as a way of

communicating with students regarding academic work. Homework and communication are managed through Toddle. All students are issued with a 'Homework Log' for organisation. As part of 'Approaches to Learning,' homeroom teachers discuss strategies to help students develop management techniques for learning to learn effectively.

PFO COMMUNICATIONS

The Parent Faculty Organization (PFO) uses the Blaze newsletter to communicate information to parents about forthcoming events and other matters of interest. The PFO has also established a 'Homeroom Mother' system, with the aim of enhancing home-school communications. All parents are invited to the monthly PFO Parent Meetings.

SCHOOL CALENDAR

The outline calendar is published in December for the following school year (August to June). A copy is sent home, and it is also published on the school's website and in the beginning of this handbook. A full calendar of school activities is published at the start of the school year.

THE INTERNATIONAL^{IST}

(SCHOOL YEARBOOK)

This is a colorful memento of the school year, published every June. A copy is given to every student. The cost of the yearbook is included in the school fee.

In addition to the above means of communication, the school holds parent-teacher conferences, back to school nights, curriculum evenings, and many other information meetings and special events. These are publicized in advance in the activities calendar, the BLAZE newsletter and on the school's website.



THE INTERNATIONAL^{IST}



SURVEYS

The school conducts a series of regular surveys across the whole school and within the elementary and secondary divisions. The results of many surveys are publicized within the school community in an effort to continuously examine and improve the school's commitment to its mission and core philosophy.

Time		Respondents
August	New Teachers – All new teachers to IST respond to a series of questions that measure the quality of the school's orientation program, its faithfulness to mission and to rate the overall experience of joining the IST community. Responses are collected by the Director and shared with the senior leadership group as needed. Results are shared with new teachers and published in the school's Faculty Orientation Guide for new teacher recruitment. The Director also carries out a settling-in survey with all new teachers.	Teachers
September	New Parents – All new families are invited to respond to a series of questions that measure the school's effectiveness in its orientation program for families, its faithfulness to mission and to rate the overall experience of beginning the school year at IST. Responses are collected by the Director and shared with the senior leadership group and Board. The Director may also choose to share relevant information with the staff and parents as deemed appropriate.	Parents
September	Student Interests (Secondary & Elementary) – Student Council conduct a review survey of student general interests and issues with a follow-up meeting with senior administration to discuss and review results.	Students
October	Teachers – Prior to the Director making recommendations to the Board regarding staffing and salary and benefits proposals for the new school year, teachers are asked complete a survey related to general job satisfaction and key factors influencing retention, including staff morale, quality of life, PD, and salary and benefits.	Teachers
October	Teachers (Elementary) – Each quarter, the Elementary staff will complete a survey that reviews the effectiveness of special events, specific programs and elementary climate throughout each quarter.	Teachers
November	Community Climate Survey – All parents are invited to respond to a series of questions arising from CIS community surveys that measure the school's faithfulness to mission, the quality of its academic programs as well as its provisions for students safeguarding and wellbeing. Responses are collected by the Director and shared with the senior leadership group and Board. The Director may also choose to share relevant information with the staff and parents as deemed appropriate.	Parents
November	Approaches to Teaching – Secondary students and teachers rate statements on a scale of always, mostly, sometimes, rarely or never. Teachers conduct an identical survey. Responses are collected by the Principal and results are compared to previous years. There is an additional section in the survey that allows for students to make direct comments to the Principal about their teachers and to voice immediate concerns.	Students & Teachers



January	Approaches to Teaching: Elementary Principal and Deputy Principal will conduct walk-throughs to gather data on Elementary Strategic goals. This data will be used as benchmark data used for revision in April.	Students
January	Student Wellbeing (Secondary & Elementary) – Secondary Student Council solicits direct feedback from students to measure wellbeing and questions of school life and culture. The Council will report survey results to the senior administration in one of four annual meetings.	Teachers
March	Elementary Student Council Executives will solicit feedback from the student body in regards to student wellbeing and school culture. The Student Council will report survey results to the senior administration at a quarterly meeting.	Students & Teachers
March	Teachers (Elementary) – Each quarter, the Elementary staff will complete a survey that reviews the effectiveness of special events, specific programs and elementary climate throughout each quarter.	Teachers
April	Support Staff – Prior to the Director making recommendations to the Board regarding staffing and salary and benefits proposals for the new school year, support staff are asked complete a survey related to general job satisfaction and key factors influencing retention, including staff morale, PD, and salary and benefits.	Support Staff
April	Approaches to Teaching - Elementary Principal and Deputy Principal will conduct walk-throughs to gather data on elementary strategic goals. This data will be compared to data collected in November to determine progress towards our elementary strategic goals.	Students
May	Middle Years University – Secondary students complete a survey that measures student success in their chosen unit and solicits feedback for changes to future units of work. The MYP Coordinator will collect survey results and review with MYP teachers at the end of the year and in review for the following year.	Students
May	Departing Teachers – Departing teachers are invited to complete a survey that measures their reasons for leaving IST as well as their reflections on their experience as members of the IST community and staff. The Director may address specific issues as needed with the senior leadership team and Board. The Director will also conduct exit interviews with all departing staff.	Teachers
May	Athletics & Activities – Parents are invited to complete a survey that measures the school's success in providing and organizing appropriate athletic events and co-curricular activities. The Athletics Director will analyze results to make determinations for sporting events and co-curricular activities to be offered during the following school-year.	Parents
May	Performance Surveys – The Board/Director/Principals may periodically choose to survey members of the community regarding perceptions about the general performance of the Director, principals, or Band 3 teacher leaders.	Students Parents Staff
June	Teachers (Elementary) – Each quarter, the Elementary staff will complete a survey that reviews the effectiveness of special events, specific programs and elementary climate throughout each quarter.	Teachers



PARENT PARTICIPATION AND VISITS TO THE SCHOOL

Central to IST's school culture and mission is the development of a sense of family and community, and, as such, we actively seek to promote close ties between home and school. IST warmly welcomes parents and visitors with its 'Open Door' policy and encourages parents to take an active role in its daily school life and development, whether this be as a member of the Parent Faculty Organization (PFO), a classroom helper, a parent volunteer in social and sporting events, or simply as a friendly face waiting to collect a student at the end of the school day. Parents are warmly invited to attend school assemblies and school events. Parents are also welcome to visit the classrooms of their children in order to observe our programs in action. However, in order to avoid disruption to the program by arriving unannounced, parents are requested to first telephone the office in order to leave a message for the teacher concerned, so that a mutually convenient time may be arranged.

All parents are required to sign in and out of the campus at the guardhouses using their IST ID. Visitor register at the guardhouse and then report to the reception desk. Our office staff will make them feel welcome and assist them as needed.

TRANSLATION SERVICES

IST provides a translation/interpreter service for non-English speaking communities having 20% or more of the total student population of the school. The school will strive to help all other parents in need of help with translation and interpretation. Please apply to the school office for assistance.

Contact Caroline Park for Korean at caroline_park@istianjin.org.cn



The IST community is deeply committed to ensuring that our children are prepared for the challenges and wonders of life, and our reputation is founded on the motivation of our students, the talents and skills of our teaching faculty and support staff, and wonderful participation by our parent community. Our school is fortunate to have a strong Parent Faculty Organization where volunteerism is a hallmark of our community spirit. At IST we do not aim to achieve; we achieve, and we do so by working, learning and acting together as a community. As such, all parent and faculty members at the International School of Tianjin are members of the Parent Faculty Organization (PFO). The goals of the PFO are to:

- support the school in providing quality education
- foster partnerships between the home and school
- build a sense of community
- provide a forum for input in matters relating to school policies
- raise funds for special school-related purposes
- PFO parents meetings are held once a month, on Wednesday mornings. All parents are cordially invited to attend these meetings.

PFO Committee meetings are held the Wednesday one week prior to the parents meetings.

If you have any topics you wish to address please pass them on to your community liaison and ask them to put it on the next agenda.



In past years, the PFO has raised funds and supported important school projects such as sponsoring students to attend university, successfully organizing and hosting many fun community events, and purchasing equipment that enhances your child's educational experience (rock climbing wall, bouncy castles, stage, nursery bikes, etc.).

Scheduled PFO and PFO-supported events for the 2024-2025 School Year include:

- New Parent Meet & Greet/Coffee Morning, August
- IST School Picnic, September
- Participation in UN Day Celebration, October

- Host a fund raising event-to be announced
- IST Appreciation Day, May
- Assist with Grade 12 graduation ceremony

If you have any questions or concerns, or would like to volunteer your help to our organization, please feel free to contact us at IST_PFO@istianjin.org.cn

Parents can also go to the school website at <https://www.istianjin.org/parent-faculty-organization-pfo/>



TRANSPORTATION

DROPPING OFF AND PICKING UP STUDENTS

The school gates open at 7:30 am each morning for student drop off, although the school encourages parents to plan the arrival at school between 7:45 am and 8:00 am. Cars or buses should drop students off at the student entrance and immediately exit through the southern gate of the school, unless choosing to park in a school car park. Cars may not park or wait in front of the student entrance. Should the driver need to wait, the car must be parked in the campus car parks on the northern (village) or eastern (Weishan Lu) sides of the school so as not to block traffic in the main driveway in front of the Qin building. At the end of the school day only authorized student pick-up vehicles may drive or park along the front of the Qin building (these parks are restricted to school vehicles). For safety reasons, all other vehicles must park in the school car parks.

SCHOOL BUS SERVICE

The school provides an optional school bus service for an additional fee for the 2024-25 school year (RMB 14,200 per school year/RMB 7,100 per semester for Tianjin City, and RMB 15,300 per school year / RMB 7,650 per semester for TEDA).

Students who participate in the service must follow bus rules and, as the school hires an outside company to run the service, parents must sign a liability waiver for the school. Buses are fitted with safety belts and there is an 'ayi' to help children. Parents may not ride the school bus unless they get a bus pass issued by the main office. A parent or designated care-giver must pick the child up at the drop-off point, (unless the parents indicate in writing that the child may walk home alone from the bus stop.) Please contact the school office at 2859-2001 if you would like to participate in the bus service or have questions regarding the service. Please note that the school may require up to 5 working days to process applications for a student place on the school bus. Parents are asked to register with the WeChat group for their child's bus so that they can be quickly contacted in emergencies or in event of unanticipated delays.

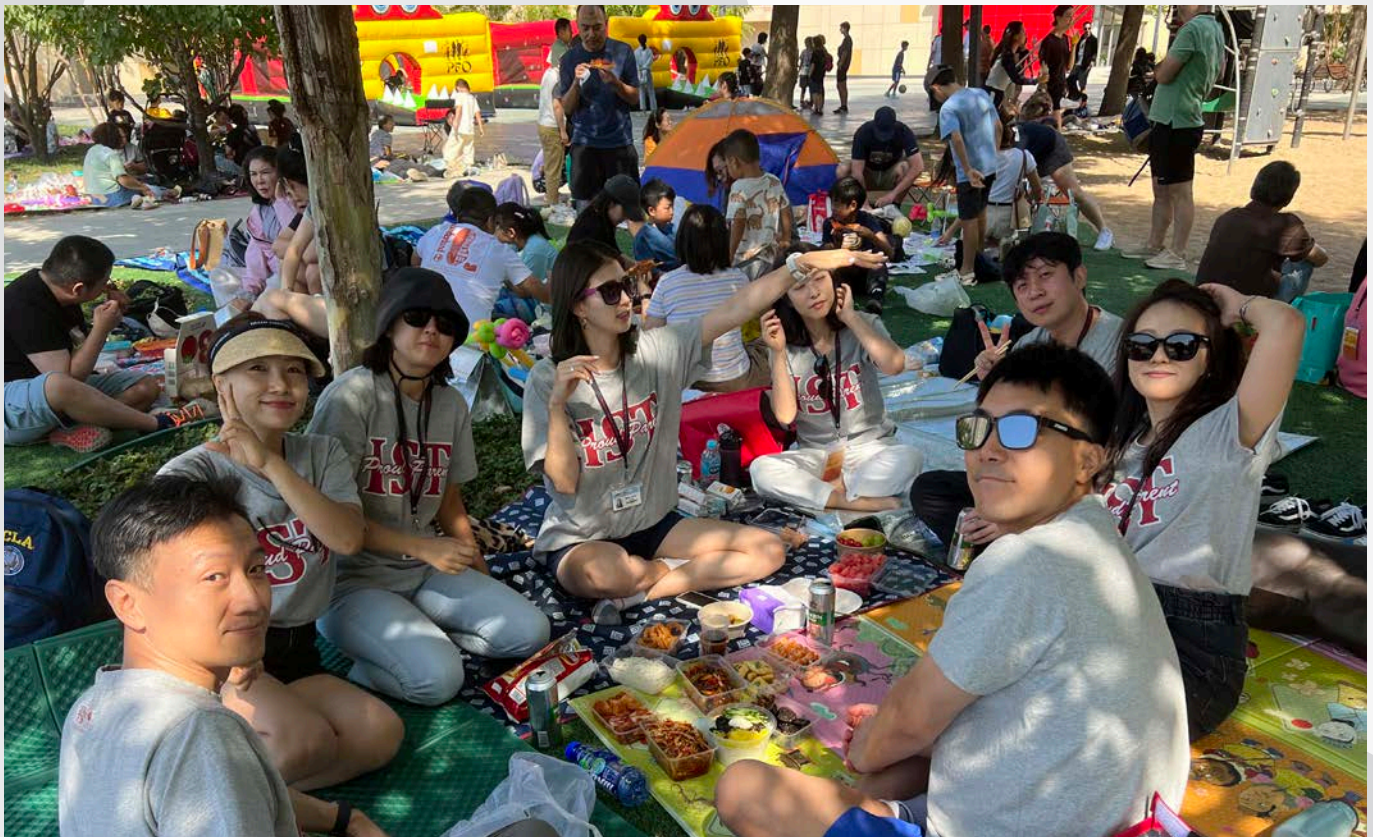
SCHOOL BUS RULES

All IST behavioral policies, rules and guidelines apply on school buses and also on buses provided by other companies. In addition, the following rules apply:

- Students must wear seat belts and follow bus rules.
- Children must follow the directions given by the bus ayi and driver.
- Children must keep volume inside the bus at a reasonable level.
- Children are to keep hands and arms inside the bus at all times.
- Children must board and disembark from the bus as directed by the ayi.

STUDENT BICYCLE USE

Students may come to school by bicycle. The bicycle will be kept in a place designated by the school. Students may use bicycles to ride to and from school and may not ride them in the campus unless taking part in a supervised activity. Students using bicycles, skates or scooters on school grounds for



recreational purposes during after school hours are required to wear a helmet and be mindful of other people in the area.

STUDENT DRIVERS

Students aged eighteen (18) years or above holding a current Chinese driver's license may apply in writing to the Secondary Principal for permission to drive to school. Permission, once granted, may be withdrawn, for cause, by the principal. The principal shall inform the director of all cases of granting, denying or withdrawing permission to drive to school.

STUDENT PARKING

Students who have permission to drive to school will park their cars in a place assigned by the principal. Parking will be at the owner's risk, and the school will not be responsible for any loss or damage to the vehicle(s) or its contents.

LATE TRANSPORTATION

Access to school buses after 3:25pm (2:25pm on Wednesdays) is not assured for students who are not in a registered Co-Curricular Activities (CCA) or who are not remaining at the formal request of the school. CCA participants and those asked to stay at school will always be given priority for busing. Other students will be permitted bus access on a first come, first served basis after registered students have been provided for. Should no space remain on these buses, non-registered students must be prepared to make their own way home from school at their own cost. In no instances will an elementary student be left unattended or be expected to find transportation home on their own.

CAMPUS SECURITY

STUDENT AND CAMPUS SECURITY

Any student wishing to arrive early or stay late (see above) must be in possession of his/her ID card at all times, and any staff member may ask the student to produce this card. Students without this card may be asked to leave immediately. Disciplinary consequences will apply for the violation of any of the above rules. Parents or guardians of elementary students who are leaving during the school day should fill out a permission form at the Elementary School Office and give this to the guard on their way out.

Elementary Students who are permitted to walk or cycle home without adult supervision, must complete a permission form to do so. The names of these students will then be held by the guard and they will be able to leave the campus alone.

Elementary students should not stay on campus after school unless they are registered for a CCA, under specific teacher supervision or accompanied by a parent. Parents and students are expected to adhere to the following guidelines carefully:

STUDENT VISITORS

All visitors to the school are required to first show their I.D. cards, or sign in, at the guardhouse and then report to the reception desk. Our office staff will make them feel welcome and assist them as needed.

If students wish to host a guest for the day they must have prior permission from their principal and must also get prior permission from any teacher to whose class they wish to bring their guest. All cases require a minimum of 24 hours' notice to both principal and teachers. The normal maximum attendance for a visitor is 2 days.

If a visitor is found in the school but has not followed the protocols above they may be asked to leave the grounds, and any student hosting such a visitor may be subject to disciplinary action.



IST Campus and Buildings: Guidelines for Access

Please note that students must be supervised by a parent outside of normal school hours. Students (and parents) may not enter the school buildings at any time during the weekend.

Venue	Days	Spring & Summer Months: April to September
Campus Grounds	Monday – Friday	07:30AM - 5:15PM
Qin and Han Buildings	Monday – Thursday	07:30AM - 4:30PM
	Friday	07:30AM - 3:30PM
Library	Monday – Thursday	07:30AM - 4:30PM
	Friday	07:30 - 3:30PM
PFO Community Room	Monday – Thursday	07:30 - 4:30PM
	Friday	07:30 - 3:30PM
K-1 Playroom	Monday – Friday	<i>The playroom is open after school so children can collect school bags after CCAs. No other access from 3:15PM.</i>

Exceptions to the Guidelines:

- Students are accompanied by an IST staff member
- The activity has been pre-approved in writing by a member of the school's senior administration
- Weekends:
 - IST families may access the campus grounds between 8:00AM and 5:00PM.
 - Students may not enter the buildings during the weekend, including bathrooms
 - Note: there are outside toilets beside the school exit near the Han Building; children must be supervised by parents.



IDENTITY CARDS

The school issues ID cards to all persons in the following categories:

- Students
- Employees
- Parents
- Drivers
- Ayis

REGULAR VISITORS

With the exception of students, persons in all the above categories must register using their assigned RF-ID card upon entry to and exit from the campus/school buildings. IDs must be worn at all times. Persons without an ID card must sign in at the security guards' office, and wear a visitor's ID card.

Anyone who loses their card should contact the school's Main Administrative Office to request a replacement card.



PARENT ID CARD

- Parent ID cards are issued by the Main Administrative Office.
- The first card is issued for free. Should that card be lost or damaged, a 40 RMB will be charged and a new card can be applied for in the Main Administrative Office once the payment is made.
- To enter the campus parents must show their ID to the school guard and then register their presence on campus by scanning their card. Parents must also scan their card when departing the school.
- In school, parents must wear the card at all times so that their identities can be verified.
- Parents may keep their IDs when their children graduate, transfer from or otherwise leave the school permanently.
- In case a card is misplaced or forgotten, parents should acquire a visitor card before entering the school.
- The ID card should be well maintained and may NOT be lent to others.

STUDENT ID CARD

- All student ID cards shall be verified and issued by the Main Administrative Office.
- The first card is issued for free. Should that card be lost or damaged, 40 RMB will be charged and a new card can be applied for in the Main Administrative Office once the payment is made.

- The ID card should be well maintained and may NOT be lent to others.

DRIVER/AYI ID CARD

- All driver/ayi's ID cards shall be verified and issued by the Main Administrative Office.
- A driver/ayi's identification card costs 10 RMB, together with 200 RMB deposit. Once payment is made, a driver may apply for the card by showing the payment receipt and a piece of identification. Should the IST card be lost or damaged, a 40 RMB will be charged. A new card can be applied for in the Main Administrative Office once the payment is made.
- The ID card permits drivers to enter the school gate. Drivers must register at the school gates upon entry to and exit from the campus. Drivers are not permitted to enter school buildings except in the case of KG1-2 students where special permission will be given to drivers to escort students to their classrooms.
- On the school grounds, drivers/ayis must wear the card at all times so that their identities can be verified.
- In case a card is misplaced or forgotten, drivers/ayis should acquire a visitor card before entering the school grounds.
- The ID card should be well maintained and may NOT be lent to others.
- Any family that permanently leaves the school must return their driver/ayi's identity card.
- When the driver/ayi no longer provides service, 200 RMB is to be refunded upon the return of the card to school, together with the original receipt of the deposit.

VALUABLES

Valuables are brought on to campus at the student's own risk. Wherever possible, they should be named and easy to identify. Students must give any valuables to a teacher to look after, lock them safely in lockers or keep them on their person when not in use. The school cannot be held responsible

for valuables lost, unless in the safekeeping of a supervisor.

ELEMENTARY LOCKERS

Students in the Elementary school are provided lockers to place their school bags in during the school day. Students are allowed to access their own locker only. No valuables should be left in lockers.

SECONDARY LOCKERS

Students are provided lockers in Secondary to store valuable items and keep their personal belongings. Lockers provided must be kept locked at all times. The school reserves the right to confiscate property left in unlocked lockers and also reserves the right to remove the locker privilege from any student who routinely does not lock his/her belongings away in a safe and responsible manner.

LOSS OR DAMAGE TO THE PROPERTY OF STUDENTS, PARENTS AND VISITORS

The school does not accept liability for loss of, or damage to, the property of students, parents and visitors, including motor vehicles, on the school campus. Students are strongly advised not to bring high-value items to school.

LOST AND FOUND

Any lost items that are found on the school campus will be placed in the lost and found cupboard. Students and parents should approach the office personnel should they wish to search the box for lost items. Parents are asked to label their children's personal items, such as clothing, in order to assist the school to identify the owner before the item is placed in the lost and found box. Quarterly displays of lost items will be made to help students to identify their lost property.

NO SMOKING CAMPUS

IST is a no smoking campus. Persons are required to observe the no-smoking rule at all times.



EMERGENCY PROCEDURES FOR EVACUATION & SCHOOL CLOSING

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IST has a detailed plan for the evacuation of students and staff from the school buildings in the event of an emergency. Students at IST regularly take part in emergency drills for fire and earthquake. If a building emergency requires evacuation, teachers and students will follow evacuation procedures posted in each classroom and on each floor. If, following an evacuation of the building, it is necessary for students to leave the campus, teachers will remain with their classes, while teacher assistants and school support staff notify parents for pick-up. If it is necessary for students to leave the campus without delay, they will be evacuated by school bus to the school's off-campus safe haven, the Tianjin International School (TIS). Parents will be then contacted to collect their children from the TIS campus. IST has developed an emergency contact system, which utilizes an Emergency Telephone Tree so that parents can be contacted immediately. It is essential that parents submit a current emergency contact form to the school office, upon request. Parents must inform the school of any subsequent change to their telephone number without delay.

Please refer to the school website (<https://www.istianjin.org/emergency-procedures/>) for detailed procedures regarding Air Quality Index Protocol, Standard Evacuation Details (Fire), Earthquake Evacuation Details, School 'Lock Down' Information and IST Pandemic Preparedness.



FOG DAYS

There are some days in Tianjin when early morning fog is too thick to permit the safe transportation of students to school. On these mornings the message "Today is a Fog Day" is passed to all parents and employees by means of the school's Emergency Telephone Tree. On declared Fog Days, the school day will start exactly 2 hours later than normal, and buses will therefore pick up students exactly 2 hours later than the normal time. Once a Fog Day has been announced, this decision will not be altered for any reason.

On days when the fog is unusually persistent, the director will announce a further delay to the start of the school day by means of the Emergency Telephone Tree.

On Fog Days there is a special school schedule. The time allocated to every lesson, and to lunchtime, is reduced. There is no morning recess. Thus it is possible to teach every lesson despite the late start to the school day.

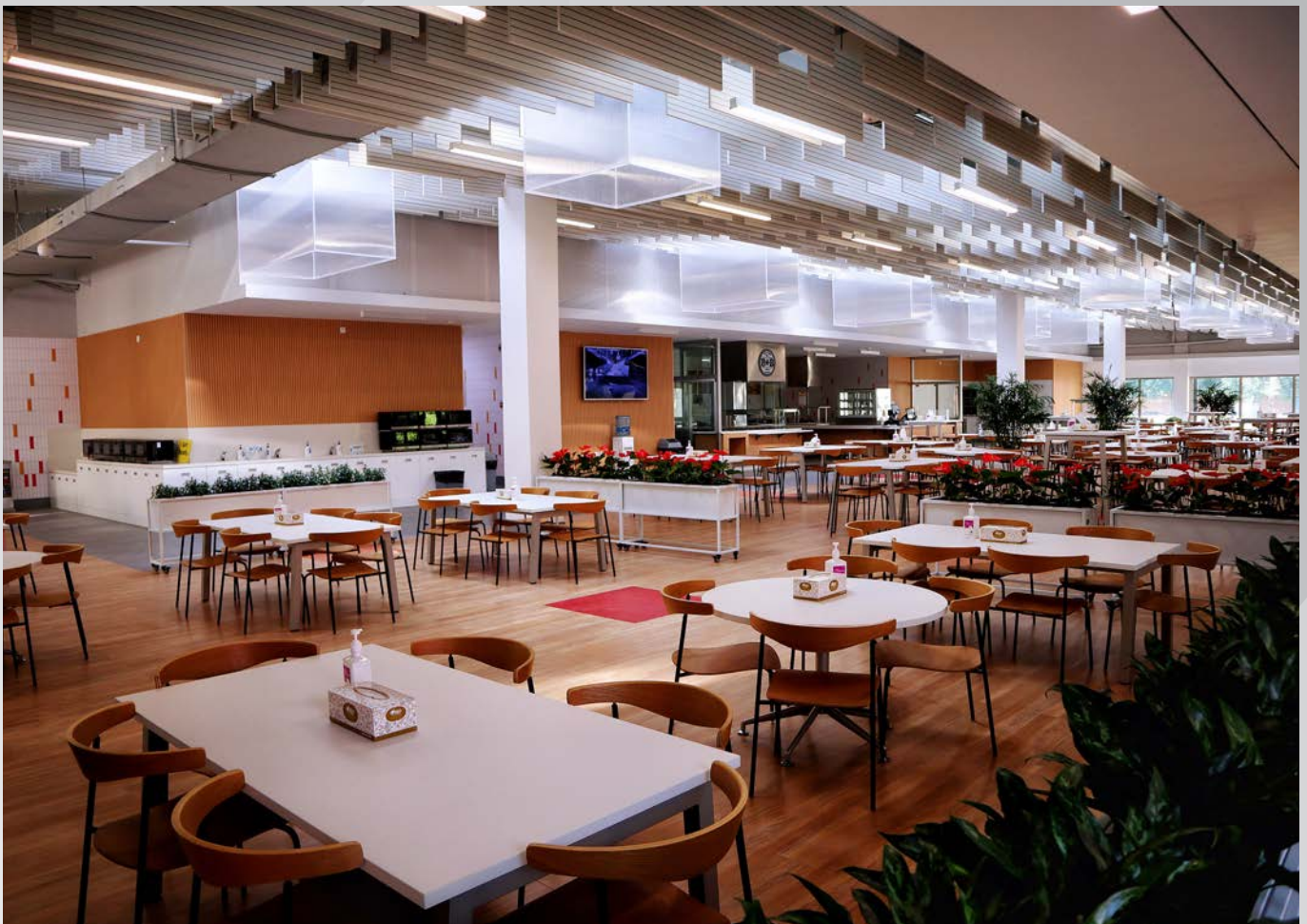
SCHOOL LUNCH SERVICE

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The school has contracted with the Aimashi catering company and provides a set meal service to all students as part of the school fee. Students can also purchase an electronic charge card from the school office to purchase additional snacks and items of food. Students may alternatively choose to bring a nutritious lunch and a drink from home and there are microwave ovens available in the cafeteria to heat food. Nursery and Pre-Kindergarten students will also be provided with a snack and fruit juice each day.

HEALTHY FOODS POLICY

While recognizing that the selection and provision of snacks and meals for their children to eat at school is a legitimate right of all families, the IST community firmly believes that students at this school should be provided with healthy foods that promote both student health and student learning. To this end the school strongly discourages parents from providing their own children with unhealthy snacks such as candies and soda drinks. In addition, treats for other class members may only be provided if prearranged with a teacher or a member of the administration. In Elementary school, birthdays may be celebrated with classmates after making prior arrangements with the teacher. The parent is responsible for supplying all refreshments and other equipment such as plates, napkins and spoons and should keep to a very simple 10 to 15 minute format such as sharing a cupcake and drink. The school also forbids the sale of sweets, chocolates, soda drinks, and other sugar rich and salty foods to students unless formally approved for special occasions by the administration. IST expects teachers and parents to act as role models for students and strongly encourages adults in the building to model healthy eating behavior.





HEALTH SERVICES

IST has a fully operational school clinic staffed by qualified nurses who provide medical support to students throughout the school day and at special school events. If a student becomes too ill to participate in school lessons or activities, the school nurse will telephone the parents to pick the child up from school. Please do not send your child to school if he/she is sick, as your child's recovery will be slower, and other children and adults will be exposed. Students who are sent home sick will be re-admitted to school only after they have been checked by the school nurse. Please see the section on Communicable Diseases below.

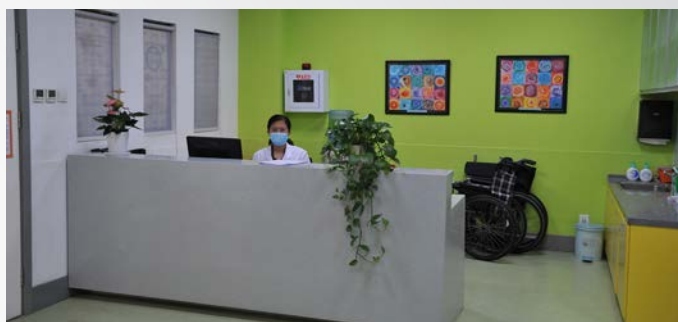
In the unfortunate situation in which a student becomes very unwell or is injured and real concerns exist about their wellbeing, the school will immediately notify the parents, and arrangements will be made for the parent to collect the student from school or to meet a representative of the school and the student at a hospital of the parent's choosing. In the event that the school is unable to contact a student's parents, the child will normally be taken to either the Tianjin Family United Hospital (TFUH) or the Raffles Medical Clinic. Please note that responsibility for the decision to send a sick or injured student to a hospital lies with the school nurse, whose priority is always the welfare of the individual student.

IST provides PICC Student Accident and School Liability Insurance to cover situations in which students are injured while at school or while engaged in a school organized activity of excursion. Parents are required to pay all consultation and treatment fees up-front, but may then claim reimbursement from PICC following submission of all necessary documentation (including claim forms which are available from the school Finance Office). Please note that strict conditions exist under which PICC are willing to pay out on claims, and parents are therefore strongly advised to familiarize themselves with the basic terms of coverage as outlined in the following 'Accident Insurance' section, and to arrange personal medical insurance for their children to ensure that full coverage is available.

Should your child require medication during the course of the school day, the medication must be held and administered by the school nurse. Students are not permitted to carry medication on the school campus for self-administration. Before medication may be administered, parents need to fill out the Medical Request Form, which is available from the clinic. Parents are encouraged to telephone the clinic directly to discuss medication and medical concerns with the school nurse. The school nurse must be notified if a child is on short-term or long-term medication.

A doctor's note is required following an absence of six or more consecutive school days due to a major illness, communicable disease, or injury. The doctor's note should state that the student may return to class, as well as noting if there are any physical restrictions.

In order to enable the school to handle medical emergencies effectively, all parents must fill out Health Information forms E and F and submit them promptly to the school. Parents are asked to update this information annually. In addition, parents must inform the school nurse of any changes in their child's medical condition.



ACCIDENT INSURANCE

The school provides all students with PICC Student Accident and School Liability Insurance which insures them against permanent disablement or death caused by accidental injury (up to RMB 150K) during school hours or at a school organized event or trip. This scheme also covers limited medical expenses (up to a maximum claim value of RMB 100K) incurred for the treatment of an injury due to an accident, provided the following conditions are met:

- The hospital visit is within 24 hours of the accident

- The school nurse is notified within the same 24 hour period
- The hospital is certified by PICC

While PICC will in most instances cover the initial consultation and out-patient medical expenses for minor injuries at international hospitals and clinics such as TFUH and Raffles, pre-approval from PICC is required for any in-patient hospital admissions and surgeries. Parents should feel free to contact the IST finance officer responsible for supporting claims, the school nurse, or the main school office to confirm eligibility criteria:

- Cindy Li (IST Finance Officer): 138-207-36303
- ZHANG Hongman (IST Nurse): 138-207-05530
- IST School Office: 2859-2001

Please note that injuries resulting from the deliberate inappropriate actions of one student to another, including fighting, is not covered by IST insurance and parents will be held responsible for any medical costs incurred.

VACCINATIONS AND IMMUNIZATIONS

Parents are responsible for ensuring that their children have received vaccinations and immunizations including those specified by the government of P. R. China. Parents are required to provide information about their children's vaccinations and immunizations on the medical information form provided by the school.

In times of medical emergency, including actual or threatened epidemics or pandemics, the Director, in consultation with the Board of Governors, may require parents to submit evidence that their children have been vaccinated in accordance with advice given by an outside medical facility approved by the school and/or advised or mandated by the Chinese or local governments.

COMMUNICABLE DISEASES

The aims of school policy regarding communicable diseases are the care of the individual student and the prevention and containment of disease among students and staff.

Parents will keep children with communicable diseases at home during the period of their illness and convalescence. Parents shall inform the school's medical personnel of any communicable disease their child has contracted, except for minor coughs and colds. In the case of notifiable diseases, the parents shall also inform the relevant local government authority.

A student who becomes ill at school with a communicable disease, including coughs and colds, will first be isolated from his/her fellow students and then sent home at the discretion of the school's medical personnel. Parents of sick students are expected to comply with the nurse's request to come to school to collect their children. In the case of serious communicable diseases, including influenza, measles and chicken pox, students require clearance by the school's medical personnel prior to re-admission to school.

During times of actual or threatened epidemics or pandemics of a communicable disease the school will comply with all government directives and will also devise special regulations and procedures for prevention or containment. These special regulations will be published in print and electronically for the IST community.

The director is authorized to terminate the enrolment of students whose parents demonstrate chronic failure to comply with school's policies regarding communicable diseases.

STUDENT HEALTH CHECKS

The school's medical personnel provide a basic annual health check of all students including height, weight, eyesight and hearing. A written report is sent to parents, stating recommendation(s) for follow up investigation or treatment as appropriate. The school is not responsible for follow up treatment.





CURRICULUM AT IST: THE INTERNATIONAL BACCALAUREATE

The International School of Tianjin is a proud IB Continuum World School and the only international school in Tianjin fully authorized by the IB to deliver all three IB programmes: the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP).

Note: Much of the following information has been obtained directly from the International Baccalaureate (IB).



IB MISSION

The educational philosophy of the IBO is found in its mission statement adopted in 1996 and updated in 2003:

'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 programmes of international education and rigorous assessment.

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

The International Baccalaureate (IB) is a not-for-profit educational foundation that offers three high quality programmes of international education to a worldwide community of schools. There are currently about 1.2 million IB students at around 5,000 schools in about 150 countries. Schools seeking to teach any of the IB programmes must undertake a rigorous process called Authorization. The process of Authorization normally takes two years for each IB programme.

IB HISTORY

The International Baccalaureate (IB) was founded in Geneva, Switzerland, in 1968. Its original purpose was to facilitate the international mobility of students, by providing schools with a curriculum and qualification recognized by universities around the world. What started as a single programme (DP) has grown to be three programmes available to students aged three to 19, spanning pre-school to pre-university.

The IB Primary Years Programme (PYP), for students aged three to twelve, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The IB Middle Years Programme (MYP), for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connection between traditional subjects and the real world, and become critical and reflective thinkers.

The IB Diploma (DP), for students aged 16 to 19, is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and in life beyond.
<https://www.istianjin.org/overview/>



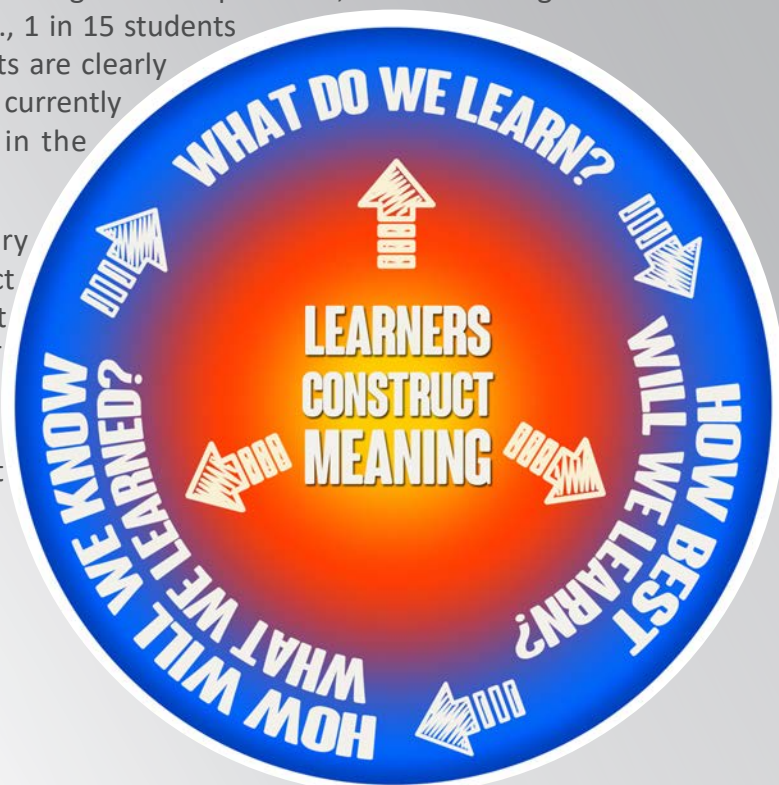
IB UNIVERSITY RECOGNITION

The IB-DP is recognized and respected by the world's leading universities, with evidence indicating that more IB students go on to university and higher education study than non-IB students. The IB-DP aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

IST IB-DP graduates are routinely accepted into leading universities around the world, with recent acceptances including, Cornell University (USA), Seoul National University (Korea), HK University of Science and Technology (China/HK), University of Melbourne (Australia), University of Cambridge (UK), and many others.

Over the past 20 years IST Seniors have consistently and easily exceeded IB world averages with respect to general pass rates (96% versus 79%) and average diploma points awarded (36/45 points versus 30/45). Over the past five years our students have averaged a 99% pass rate, with an average score of 37 points, including 6 perfect 45point diplomas (i.e., 1 in 15 students versus the world average of 1 in 200!) IST results are clearly in line with leading schools world-wide, with IST currently ranked #67 out of 3000+ IB Diploma schools in the world, and #7 in China out of 159 schools.

For more detailed information on the Secondary School and Secondary programme, please contact the school directly or refer to the Parent Student Handbook available for download on the IST website and in hardcopy from the school. Additional information about the IB-MYP and IB-Diploma can be found on the IB website at www.ibo.org





THE ELEMENTARY SCHOOL CURRICULUM: IB PRIMARY YEARS PROGRAMME

The IST elementary school comprises classes from KG1/ Nursery (3 years of age) to Grade 5 (11 years of age) separated into three sections: Early Years (KG1/Nursery and KG2/Pre-Kindergarten); Lower Elementary (KG3 to Grade 2); and Upper Elementary (Grades 3 to 5). The elementary school is generally housed in the Qin Building although elementary students also make full use of facilities in the Han Building including the Library, Black Box, Theatre and Music suites.

ELEMENTARY SCHOOL CURRICULUM

The Elementary School uses the International Baccalaureate Primary Years Program curriculum framework to guide teaching and learning. IST is a fully authorized IB-PYP school and has been successfully implementing this highly regarded international elementary school programme for elementary students since August 2003.

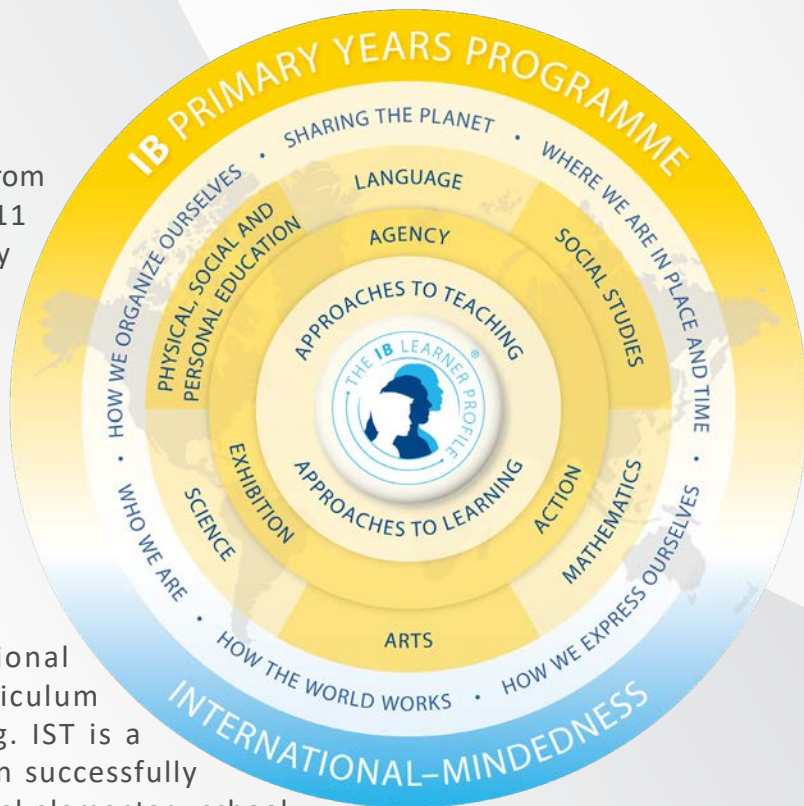
WHAT IS THE PYP?

The PYP is an international curriculum for students between the ages of 3 and 11 years designed by the International Baccalaureate (IB). The PYP curriculum aims to synthesize the best research and practice from a range of national systems with the wealth of knowledge and experience in international schools to create a relevant, engaging and rigorous educational framework for students. The PYP focuses on the total growth of the developing child, encompassing social, physical, emotional and cultural needs in addition to academic welfare.

The school's mission is to develop internationally minded students whose conduct and character is exemplified through the attributes of the IB Learner Profile and IST Learner Outcomes. Students in the Elementary school also focus on the PYP Attitudes and Approaches to Learning. The School supports the IB PYP beliefs about how students learn most effectively:

- **Constructivist approach** to teaching and learning – students connect new knowledge to their existing knowledge and construct new meaning through carefully planned activities based on assessment of prior knowledge.
- **Guided Inquiry** is the prevailing pedagogy used at the school in all subjects using a school-wide inquiry model based on the work of Kath Murdoch: IST Inquiry Cycle.

IST written curriculum includes the six subject areas identified by the IB: Language, Mathematics, Social Studies, Science, Arts and Physical, Personal and Social Education. The following diagram summarizes the key elements of the PYP curriculum framework.



HOMEROOM CLASSES

Homeroom teachers give instruction in Mathematics and English language and literacy, as well as Science and Social Studies, which are integrated into the transdisciplinary Units of Inquiry as appropriate. In a typical week, teachers are required to teach a minimum of six 40-minute periods of Mathematics, at least ten literacy periods, and two periods of spelling and handwriting.

SPECIALIST CLASSES

Students receive specialist lessons in Physical Education, Music, Art and languages other than English. The following table shows the allocation of lessons (each lesson = 40 minutes):

Grade	Chinese/WL	PE/Fitness	Music	Art	Library/ Info Lit	STEM
KG1/KG2	3 (KG2)	2	2	N/A	1	N/A
KG3-Grade 2	4	3	2	1.5	1	2
Grades 3-5	4	3	2	2	1	2
Taught by	Specialist teacher				Specialist & homeroom teacher	

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) AND INFORMATION TECHNOLOGY (IT)

The STEM/IT teacher works in collaboration with homeroom teachers planning and teaching some Units of Inquiry, as well as stand alone skills development and project based learning. Science is embedded into the Units of Inquiry, however there are additional STEM opportunities outside of these. The STEM/IT teacher provides additional support in the following areas:

- IT skills across all curriculum areas
- STEM related projects in Units of Inquiry
- STEM projects that are stand alone, such as design and maker-space activities
- Robotics and coding

LIBRARY AND INFORMATION LITERACY

The elementary Information Literacy Specialist (and librarian) works in collaboration with homeroom teachers during the development of Units of Inquiry and plays a central role in the development of information literacy skills. The librarian provides additional support in the following areas:

- Book selection and check out
- Library skills
- Introduction to different sources of information
- Development of information literacy skills

LANGUAGES

The school also recognizes the importance of maintaining mother tongue and provides the option of elementary mother tongue classes in German and French in the place of Chinese. From KG2 (Pre-Kindergarten) to Grade 5, Chinese language instruction covers Foundation to Native levels of proficiency.

NB: World Languages other than Chinese are only available to students in KG2 when the school has adequate staffing available.





COMMUNITY AND SERVICE

Each grade level identifies a unit of inquiry through which students can take action in the community, as a precursor to the Community and Service program in the Secondary school. These are an opportunity to look at what taking action is, how to plan for action and how to reflect on what good action looks like. Community and Service opportunities evolve from year to year. Examples include:

- planting a mini beast friendly garden and looking after the garden by watering it each day
- raising awareness of the impact of human action on a specific ecosystem and how this can bring about change
- organizing to give small gifts for the Chinese New Year to express appreciation to support staff who help us everyday
- learning about different cultures and beliefs within Tianjin, including making connections with those from different religious backgrounds
- participating in action projects related to the PYP Exhibition, which can include raising awareness of issues, fundraising, and making a difference in our community

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

The Atkisson Compass Model is integrated into one Unit of Inquiry each year in order to heighten student awareness of environmental issues and ways of solving problems in a sustainable way.



STUDENT LEADERSHIP – STUDENT COUNCIL

The students elect the Elementary Student Council (ESC) at the beginning of the academic year. The ESC consists of executive officers elected from

Grades 4 and 5, and representatives from classes in Grades 2 to 5. The ESC is involved in organizing a range of events for the students at the school. It also raises awareness of needs in the wider community and organizes action and fundraisers to address these needs.



STUDENT SUPPORT

ENGLISH LANGUAGE LEARNING

Students' English Language proficiency is assessed upon entry to the school. Depending on the proficiency level, various support options are determined by the Support Team, which of course includes the Homeroom Teacher of the class designated for the student. All students are monitored continuously throughout the year. The Support Team consists of the Homeroom Teacher, the Language Specialists, the Principal and/or Deputy Principal, and the Individual Needs Teacher.

ASSESSMENT AND REPORTING IN ELEMENTARY SCHOOL

Meaningful assessment is critical to the PYP and to IST's definition of a rigorous, child-centered education and as such we employ a variety of techniques for assessment that take into account the diverse, complicated and sophisticated ways that individual children use to understand experience.

Students at IST are assessed in all subject areas in a variety of ways including amongst other methods, observational, formative and summative assessments. We also use graded assignments, home and class work, formal school-wide assessments and MAP testing in particular grades.

Additionally, the PYP and IST stress the importance of both student and teacher self-assessment and reflection.

REPORTING STUDENT PROGRESS

Student learning is reported to parents in a number of ways including:

- Informal Meetings and Communication
- Parent-Teacher Conferences and Student Led Conferences

Formal Reports: Student progress is formally reported to parents twice yearly, at the end of the first and second semesters. Students are assigned Levels of Achievement (LOA's) based upon their progress towards meeting academic learning objectives or 'Grade Level Benchmarks'. Teachers will also include an assessment of the student's effort through a written comment, describing the consistency with which they appear to demonstrate attitudinal and character dispositions identified by the school as being conducive to effective development and learning within the framework of the PYP curriculum and the philosophy and objectives of the school.

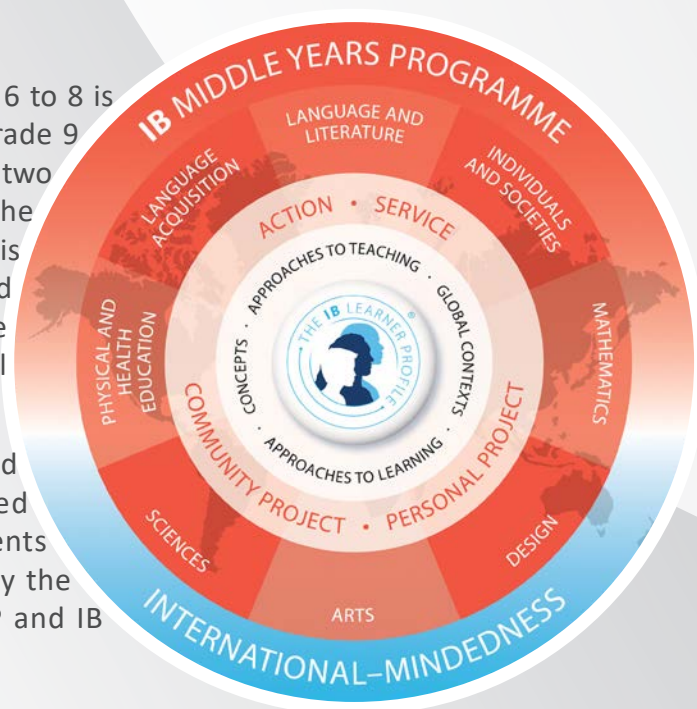




THE SECONDARY SCHOOL CURRICULUM: IB MIDDLE YEARS & DIPLOMA PROGRAMMES

The secondary school comprises Grades 6 to 12. Grade 6 to 8 is termed 'Middle School' for pastoral purposes while Grade 9 to 12 is termed 'High School.' Each grade is divided into two teaching units named homerooms and indicated by the initial of the homeroom advisor's last name (e.g., 12S is Mr. Schaff's homeroom group). The schedule is organized on a 10-day cycle with a Week A and Week B. The secondary school is housed in the 'Han' building for all academic activities other than Design, Visual Art and PE.

IST is a fully authorized IB-MYP and IB DP school and has successfully implemented these highly regarded international school programmes for secondary students since August 2001. The Secondary School is headed by the Secondary Principal who is supported by the IB MYP and IB Diploma Coordinators, and by the various subject chairs.



GENERAL COMMUNICATION

The secondary principal communicates with parents at all PFO meetings as well as through occasional letters sent directly home to parents. Toddle is the school online learning and communicating platform. All parents and students receive login information on admission to the school. In secondary school, this is the primary form of communication between teachers and students. General course information, assignments and marks for summative assessments are visible on the site. The semester report production process also occurs through Toddle. Parents are welcome to email their children's teachers any time and can schedule appointments to meet by telephoning the secondary secretary, Louisa Wang (Ext.8070). Parents are also welcome to email to louisa_wang@istianjin.org.cn for appointments.

REPORTING STUDENT PROGRESS

Parent-teacher-student conferences within secondary years are held in the middle of each semester. Parents are alerted by email if there is a particular requirement for a meeting. Otherwise students make appointments with specific teachers on parents' behalf. Formal printed reports are issued at the end of each semester. These include summative grades for the semester and teacher comments. They also record attendance and participation in school activities. Secondary parents will receive quarter reports via email prior to each of the parent conference sessions. These quarter reports are progress checks and do not contain grades but rather, indicate whether students are "on-track" or if a parent meeting is requested.

IB MIDDLE YEARS PROGRAMME: GRADES 6-10

The MYP is open to any student aged 11 to 16, at schools that have been authorized to implement the programme. The MYP is inclusive by design; students of all interests and academic abilities can benefit



from their participation. Implementation of the MYP is a whole-school endeavour, although the programme can accommodate academically-selective models.

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. This normally takes place near the end of the year during a time called MYU (Middle Years University)

MYP students also complete a long-term Personal Project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it. This project is completed in the final year of the MYP.

TEACHING AND LEARNING IN CONTEXT

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural expression
- orientations in space and time

- scientific and technical innovation
- fairness and development
- globalization and sustainability

CONCEPTUAL UNDERSTANDING

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

APPROACHES TO LEARNING

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self-management skills helps students learn how to learn.

SERVICE AS ACTION THROUGH COMMUNITY SERVICE

Action and service have always been shared values of the IB community.

Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.





INCLUSION AND LEARNING DIVERSITY IN MYP

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As part of the MYP curriculum, schools address differentiation within the written, taught and assessed curriculum.

This is demonstrated in the unit planner and in the teaching environment, both of which are reviewed during programme authorization and evaluation.

The MYP allows schools to continue to meet state, provincial or national legal requirements for students with access needs. Schools must develop an inclusion/special educational needs (SEN) policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

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

The MYP requires 50 hours per subject per year. IST core subjects exceed this requirement.

SPECIAL FEATURES OF THE MYP AT IST: GRADES 6-9

English, Science and Math are taught for 10 periods per A/B cycle. Additional languages/subjects are taught for 8 periods. Design is taught in the Design Center in the Qin Building.

Languages: We offer a wide range of languages for a small school. All students study English, either in Language & Literature or Language Acquisition. Students also study an additional language from the following options: Chinese (Language & Literature or Language Acquisition); or Korean, French, and German Language & Literature Additional details are available in the Language and Learning Handbook.

Note: French as an additional language

- IST offers French as an additional language to families for whom it is required for the purposes of repatriation.
- The additional French course is taken in lieu of Arts subjects from Grades 7-10.
- Students who enter the course in Grade 7 must continue until Grade 10 or until they repatriate.
- Any students who choose not to take French B, or who opt out of the program before Grade 10, may not rejoin the French courses.

Average number of instructional periods for Grade 6-9 MYP subject per two-week cycle	40 minute periods per 2 week cycle
English Language (Language and Literature or Language Acquisition)	10
Additional Language (Chinese Language Acquisition or Chinese/French/German/Korean Language and Literature)	8
Mathematics	10
Science	10
Individuals and Societies (or HEAL – Humanities in English as an Additional Language)	8
Physical and Health Education	8

Design (Product: one semester only)	8
Music (one semester only)	8
Visual Art (one semester only)	8
Service Action Groups	2
Advisory + Approaches to Learning	4

GRADE 10

In Grade 10 IST students have a choice of subjects in Individuals and Societies as well as Sciences using the following model:

9 Subjects with Electives	Week A	Week B
PE	3	3
Design	4	4
Arts: Music or Art	4	4
Chinese and non-English Language A	4	4
English (A and B)	5	5
Math Standard or Extended	5	5
Humanities	5	5
Science	5	5
Core	35	35
Action Groups	1	1
Advisory	1	1
Interdisciplinary Literacy/PP	2	2
	39	39

Grades 9 and 10 students will also have access to two periods per week of scheduled lesson time to work on their Personal Project as well as other literacy tasks set by the school. Specific blocking of student's Arts choices among the above subjects is completed by the school and students are informed of available options normally in April/May of Grades 8 and 9. Students entering Grade 9 may choose separate Arts classes for each semester between Visual Art, Drama or Music. Students entering Grade 10 may choose ONE Arts subject to study for the entire year. Their choices are between Visual Art, Drama or Music. Students cannot change courses after they have made their choice without specific approval from the principal. The school may make further, periodic adjustments to the above schedule as needs arise.

ASSESSMENT OF ELA (ENGLISH LANGUAGE ACQUISITION) STUDENTS IN THE MYP

English Language Acquisition at IST equips students with the necessary skills and attitudes to communicate successfully in the global contexts of the 21st century. It greatly contributes to the holistic development of students while strengthening their lifelong learning skills. English Language Acquisition also provides students with the opportunity to develop insights into the features and processes of language, and to realize that there are diverse ways of living, behaving and viewing the world.

The language proficiency of students is assessed at entry using internal standardised testing procedures over the different skills of language use.



Students are placed in one of four levels of classes according to proficiency, the top class being fluent or near-fluent. Assessments are re-administered at the end of each semester to monitor growth and promotion from one level to another. At the same time, the Individuals and Societies course is presented in a modified form by language specialists in a class called HEAL. This is also an area for directed language growth.

MATH IN THE MYP

Classes from Grades 6 to 8 are taught in mixed ability groups. Grades 9 and 10 classes are taught as Standard or Extended class. Beginning in Grade 7 all students are required to purchase a Texas Instruments graphic calculator as indicated by the school. The school will make no provisions to provide calculators for students who do not buy their own.

ACTION AND SUSTAINABILITY

All MYP students are involved in MYP Action Groups that are mostly student-generated and run. Each group has a teacher supervisor. Each group sets itself goals to be achieved at the start of the semester and the group reflects upon these goals at the end of the semester. Groups meet each Wednesday for 40 minutes to work on these goals.

WEEK WITHOUT WALLS

Each grade level has an annual designated trip within China that last 4-5 days (Covid restrictions permitting). The goals of these trips are for students to learn more about their host country, to further develop learner profile attributes, and to build community spirit that is part of the IST philosophy.

Following is a table showing recent locations that different grades go to with the duration of each of the trips:

Grade 6	Yanqing	4 days
Grade 7	Yanqing	4 days
Grade 8	Qinhuangdao	5 days
Grade 9	Taishan	5 days
Grade 10	Qingdao	5 days
Grade 11	Xi'an	5 days

ADVISORY

Once a week (40 minutes) students have an advisory class with their homeroom advisors. This time is designated to support students with their academics and social skills as well as to plan for upcoming events such as WWW.

“Second Step” is a supplementary program with the goal of building a closer community within the classroom, improve communication skills and to develop strategies for students to pre-empt problems within their social group. IST also uses an Advisory Program model that is overseen by the Counselling Office.

Students also attend Approaches to Learning lessons that help them navigate standard practices of learning and organization throughout their years of study in the MYP. The Approaches to Learning lessons are coordinated by the secondary principal in conjunction with the counsellor and homeroom teachers to help students learn and review common methodologies and practices.

ASSEMBLIES

Regular assemblies are held throughout the course of the year to celebrate and recognize student academic achievements, artistic skills, athletic achievements, community and service achievements, etc.

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IB DIPLOMA PROGRAMME GRADES 11-12

In Grades 11 and 12, it is preferred that students begin their course of study with the intention of completing the full IB Diploma Programme. IST is aware that the IB Diploma Programme is not suitable for all students and therefore provides the alternatives of individual IB Courses or the IST Diploma, equivalent to a US High School Diploma. All full IB Diploma students automatically meet the criteria for the IST Diploma. There are no absolute requirements or regulations for entry into a particular programme of study in Grades 11 and 12, although students must have enough prior credits from Grades 9, 10 and/or 11 as appropriate. Both current and prospective students seeking entry to Grade 11 or 12 are counselled individually about the most appropriate programme for their individual circumstances and needs.

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

The Diploma Programme (DP) is open to any student aged 16 to 19, at schools that have been authorized to implement the programme.

The curriculum is made up of the DP core and six subject groups.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

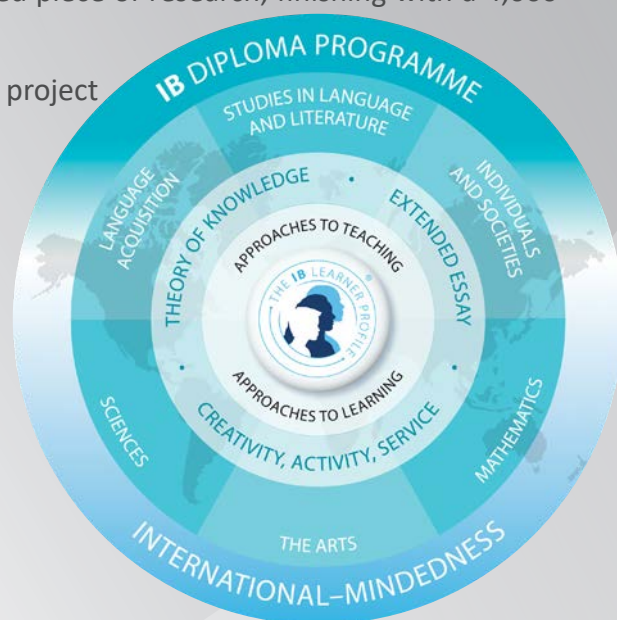
The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

There are different courses within each subject group.





CHOOSING SUBJECTS IN THE DIPLOMA PROGRAMME

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Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.

Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

This information has been obtained from the International Baccalaureate Organization website at www.ibo.org

The method and manner of curriculum organization is largely determined by the requirements of the IB Diploma Programme. It is understood that the IB Diploma Programme itself is not a curriculum but a framework. A curriculum overview is available to students in a simple guide prepared by the school and which lists course outlines. Detailed information within each course is available at the department level in the form of a course syllabus prepared within each department. That information can be provided as necessary.

IB Diploma students also have access to a wide range of activities in the school including sports teams, community and service groups, theatre and drama performances, musical groups and ensembles, etc. Diploma students are also afforded additional time each week beyond their normal class time to conduct additional work in Extended Essay, TOK, CAS, college counselling, coursework completion and examination preparation. This is managed through a schedule that requires weekly

participation each Monday morning from 8:25-9:45. This is managed by the Diploma Coordinator.

IB COURSES

For students who do not wish to pursue the full IB Diploma, IST provides a choice of IB courses. Students may choose to receive certificates for completing certain IB courses without the full Diploma. In those cases, students work with the IB Diploma Coordinator and secondary principal to choose certificate courses. After course selection, students are registered for appropriate exams and courses of study. In most cases, IST encourages students to begin their course of study with the intention of completing the full IB Diploma. All students must study TOK and complete the CAS program.



THE IST DIPLOMA

The IST Diploma is a fully accredited high school diploma. Students who choose the IST Diploma option are required to select from among the same courses as IB Diploma students. However, they may choose only one higher level course and they will not be required to complete the Extended Essay component of the program. In lieu of Extended Essay, IST Diploma students will complete an inquiry project. They will develop the specifications and scope of this project in direct consultation with the secondary principal.

Students may change courses within the first quarter of Grade 11. However, they must first obtain permission from subject teachers, the IB Diploma coordinator and their parents. Course

changes after the first quarter are determined on a case-by-case basis in consultation with subject teachers, the IB Diploma coordinator and secondary principal.

The IST Diploma includes the courses of study taken from Grade 9 to Grade 12. Students are provided with a transcript, which outlines their courses taken, the unit values of each course and their level of achievement. The final two years of the IST Diploma are based on the International Baccalaureate (IB) Diploma course. Note: All IB Diploma students automatically receive the IST Diploma.



SPECIAL ACCOMMODATIONS FOR ASSESSMENT

Special accommodations are made for students with individual needs in accordance with IB guidelines. At the MYP level, these are decided in consultation with the Individual Needs Coordinator and parents. At DP level, students require medical certification.

GRADUATION REQUIREMENTS

Students graduate with an IST High School Diploma at the end of Grade 12 provided all requisite courses have been completed successfully. New students joining the Secondary School will, on a case-by-case basis, have their previous transcripts/school reports verified and credit awarded accordingly.

Courses in G9-G12 are assessed on a 1-7 IB Standard Scale (7 being the highest), with 0.5 course credit awarded for successful completion of one semester of a course with an assessed level of 3 or higher. Exceptions are the following courses, which are pass/fail with course credit awarded for successful completion of the course at the end

of each year: Personal Project (G10), Theory of Knowledge (G11/12), Extended Essay (G11/12), CAS (G11/12).

HIGH SCHOOL DIPLOMA AND GRADUATION REQUIREMENTS

The IST High School Diploma is a broad, demanding and comprehensive programme of study for students that starts in Grade 9 and continues through to Grade 12. The first two years constitute the final two years of the IB MYP while the last two years are based around a core curriculum containing all or part of the IB DP. The IST High School Diploma is awarded on completion of credits given for courses studied over the four years of education leading up to graduation, i.e. the two years of the Grades 11 and 12 as well as MYP (or other) courses taken in the two years prior.

Students graduate with an IST High School Diploma at the end of Grade 12 provided all requisite courses have been completed successfully. New students joining the Secondary School will, on a case-by-case basis, have their previous transcripts/school reports verified and credit awarded accordingly.

Courses in G9-G12 are assessed on a 1-7 IB Standard Scale (7 being the highest), with 0.5 course credit awarded for successful completion of one semester of a course with an assessed level of 3 or higher. Exceptions are the following courses, which are pass/fail with course credit awarded for successful completion of the course at the end of each year: Personal Project (G10), Theory of Knowledge (G11/12), Extended Essay (G11/12), CAS (G11/12).

Academic Transcripts

- The school shall keep official records of student achievement for the High School Diploma in the form of individual academic transcripts.
- Transcripts are maintained by the College Counsellor drawing on official semester report data, in consultation with the Secondary Principal and/or MYP/DP Coordinator as needed.



- Published transcripts available to the MYP/DP Coordinators, the Secondary Principal and the Head of School as required.
- Official transcripts are prepared by the College Counsellor, certified by the Secondary Principal's Office and published from the Office of the Head of School or, in the case of college admissions, the College Counsellor.

Graduation Requirement Credits

Those students who attend IST for G9-G12 will be required to earn 32.5 credits to satisfy the requirements of the IST High School Diploma and to graduate at the end of Grade 12. The total number of available credits is 35.5 as detailed below:

Subject/Course	Total Available Credits	
	G9	G10
Language A	1.0	1.0
Language B	1.0	1.0
Humanities	1.0	1.0
Science	1.0	1.0
Mathematics	1.0	1.0
The Arts	1.0	1.0
Design Technology	1.0	1.0
Physical Education	1.0	1.0
Personal Project*	n/a	1.0
Approaches to Learning	0.5	n/a
TOTAL	8.5	9.0

Subject/Course	Total Available Credits	
	G11	G12
Language A	1.0	1.0
Language B	1.0	1.0
I+S	1.0	1.0
Sciences	1.0	1.0
Mathematics	1.0	1.0
The Arts / Elective	1.0	1.0
Theory of Knowledge*	0.5	0.5
CAS*	0.5	0.5
Extended Essay*	0.5	0.5
HL Bonus**	1.5	1.5
TOTAL	9.0	9.0

*Course credits for these courses are awarded for successful completion of the course in each Grade level.

**HL courses are awarded 0.5 extra credit for each year of successful completion of the course up to a maximum of 3 courses.

Those students who attend IST for fewer than the four full years will receive accreditation of prior learning credits on a case-by-case basis.



COURSE CREDIT MAKE-UP

- At the end of each semester, a transcript review shall be conducted to identify students in need of make-up opportunities.
- If the semester grade is below the required “3”, other evidence may be used to award a 3 for transcript purposes, such as exam results. If no other evidence exists, then students shall be offered one course credit make-up opportunity.
- Students shall be offered course credit make-up opportunities at the end of each semester for courses in G9, G10 and G11. Students in G12 shall be offered course credit make-up opportunities. Students who require course credit make-up opportunities after the regularly scheduled graduation ceremony will be prevented from participating in the ceremony and will need to complete their course make-up in the following academic year or over the summer holiday (Summer holiday make-up work must be pre-approved by the Secondary Principal).
- All make-up opportunities require the written approval of the Secondary Principal, whose responsibility it is to communicate the results to the College Counsellor.
- Make-up opportunities should maintain the integrity of the initial assessment both in terms of coverage and achievement expectations.

GRADUATION

Graduation is conferred if a student:

- Accumulates a minimum of 32.5 course credits in G9-G12.
- Has a minimum of 80% average attendance across G9-G12 (up to and including 3rd quarter of Grade 12).

HONOR AND HIGH HONOR ROLLS IN MYP AND DP

Students in Grades 9 and 10 at IST are enlisted in the Honor Roll and High Honor Roll each semester on the following criteria:

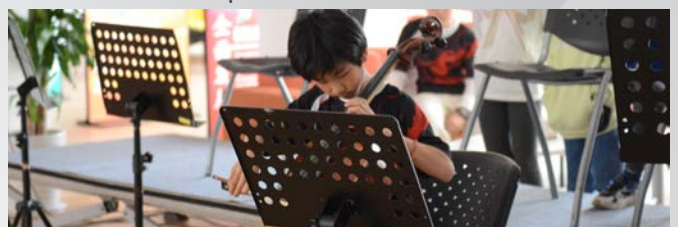
- The student is in good academic standing at IST and has not been placed on any form of academic or disciplinary probation during the reporting period.
- For Honor Roll the student must achieve a GPA of 5.8 for the reporting period subjects studied. Honor Roll is not cumulative.
- For High Honor Roll the student must achieve a GPA of 6.4 for the reporting period subjects studied. High Honor Roll is likewise not cumulative.
- Other requirements such as Personal Project are being met.

Students in Grades 11 and 12 at IST are enlisted in the Honor Roll and High Honor Roll each semester on the following criteria:

- The student is in good academic standing at IST and has not been placed on any form of academic or disciplinary probation during the reporting period.
- For Honor Roll the student must achieve a GPA of 5.6 for the reporting period in the 6 subjects studied. Honor Roll is not cumulative. Core requirements such as CAS are being met.
- For High Honor Roll the student must achieve a GPA of 6.5 for the reporting period in the 6 subjects studied. High Honor Roll is likewise not cumulative.
- Core requirements such as CAS are being met.

ACADEMIC GOOD STANDING

- Meet all academic expectations both in terms of effort and level of achievement.
- Exhibit a positive and constructive attitude to school life both on and off campus.
- Demonstrate a determined commitment to continued improvement.





SECONDARY STUDENT CODE OF CONDUCT

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- *I will come to IST each day to Work, Learn and Act Together with my classmates and teachers.*
- *I will treat all members of the IST community with friendliness, respect and courtesy.*
- *I will never bully any member of the IST community and I will report any instances of bullying or abuse that I see, hear or experience to a teacher or other adult.*
- *I will respect private and common property at school. I will not take things that do not belong to me and I will treat school facilities and property with respect at all times.*
- *All work I complete in school will be my own. I will not copy the work of others and claim that it is mine. I will always cite the sources that I use to complete my work.*
- *I will attend my classes on-time and I will not be unnecessarily absent from classes or school.*
- *I will come to school prepared for my lessons, bring the proper materials to class and maintain proper standards of dress at all times.*
- *I will never misuse technology at school,*

including streaming, downloading or viewing inappropriate content and otherwise using technology to cause harm to myself or others. I will always follow the responsible use guidelines provided by the school.

- *I will use appropriate and inclusive language at school regardless of the language which I speak. I will not swear, curse or use offensive language directed at others.*
- *I will follow all school rules when I am in school, on a trip, representing IST as a member of a team or as a visitor to any other school or institution. I know that the standards of good citizenship apply to me in all times and places.*

ACADEMIC INTEGRITY POLICY

All students at the International School of Tianjin strive to achieve the standards set by the IB Learner Profile. One of these standards is being principled - acting with integrity and honesty, a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. By the time they reach the IB Diploma Programme, students should demonstrate a sophisticated understanding of what it is to be principled. This includes taking responsibility for their own actions and the consequences that accompany them.



Academic integrity is expected of all students. Students are expected to submit for assessment only authentic pieces of work (written, oral or in any other form) that are based on his or her individual and original ideas, with the contributions and work of others appropriately acknowledged. Students will learn how to properly reference and cite their sources in class.

In the IB Diploma Programme, students undertake a considerable amount of independent work that is sent to the IB for assessment. This calls for a relationship of trust: teachers need to be confident that the work they are assessing is the student's own and has been produced according to the expectations of the teacher and the IB course guidelines. The school also has a relationship of trust with the IB organization: the IB trusts that grades submitted for internally assessed work reflect the independent work of the student. In addition, at the start of the IB Diploma Programme, students are required to sign a declaration to acknowledge that they are fully aware of the requirements and importance of academic integrity and that they agree to abide by the contents of this policy document. It is therefore important that the school ensures clear guidance is provided for students on academic integrity and the correct citation of work (including works of art, computer programmes, photographs, illustrations, maps, etc.) at an appropriate level throughout the school. In addition, the school should have clear consequences for students who do not exhibit academic integrity. This document lays out the expectations of academic integrity at IST in the PYP, MYP and DP.

The constituencies involved in maintaining academic integrity are the IB, school administration, teachers, parents and students; the roles of each constituency are outlined in the IB Academic Integrity policy, available through MyIB.



IST DEFINITIONS OF ACADEMIC INTEGRITY TERMINOLOGY

Academic integrity is a set of values and skills that promote personal honesty with regard to academic work. It is influenced and shaped by peer pressure, culture, parental expectations, role modelling and taught skills.

Academic dishonesty can be defined as any deliberate attempt to gain an unfair academic advantage. It includes a number of different types of activity, such as plagiarism, collusion and duplication of work.

Plagiarism

This is defined as the representation of the ideas or work of another person as a student's own. Plagiarism is considered intellectual theft as it represents using the intellectual creations of another person without proper attribution. Plagiarism may take two forms; either to steal or pass off as one's own idea or words of another, or to use a creative production without crediting the source.

Collusion

This is defined as supporting the malpractice of another student; for example, by allowing one's work to be copied or submitted for assessment by another student. Any student who knowingly or intentionally helps another student perform an act of academic dishonesty is guilty of collusion. This is different from collaboration, which is when two or more students are working on a teacher assigned group assignment/project or when one student is helping another to understand what has to be done and /or how to go about doing an assignment (but not doing it for them)..

- Legitimate collaboration example: Three students work together on a group assignment for Humanities. Each student has a specific role and fulfils it while still giving input to the entire project. All of the students claim ownership of the project.
- Unacceptable collusion example: Three students work together on an experiment in Science. Two of the students hand in lab



reports with the same organizational layout/outline with very similar or identical results tables, conclusions and evaluations.

Duplication of work

This is defined as the presentation of the same work for different assessment components. Students should never use the same or similar work for two different assessments, either in the same subject or different subjects. In the IB Diploma Programme, this is expressly forbidden by the IB.

Examples of Academic Dishonesty

The following are examples of academic dishonesty, although this list is certainly not exhaustive:

- Copying another student's work, either in class, at home or during a test or examination
- Communicating answers with another student during an examination or test
- Taking unauthorized materials, prepared answers, written notes or information into a test or examination
- Purchasing an assignment and submitting it as your own work
- Copying from source in a different language, directly translating it and submitting it as your own work
- Stealing or attempting to steal a test, examination or mark scheme
- Sharing answers for a homework assignment unless specifically authorized by the instructor
- Receiving assistance from an unauthorised person on an assignment
- Fabrication of data (e.g. in a Science experiment)
- Taking an examination for another student or having someone take an examination for you
- Breaching the copyright on literary works (novels, poems, plays, music, paintings, images etc)
- Copying something directly from a source and submitting it as your own; for example, copying and pasting directly from the internet
- Paraphrasing or rewording in excess or without proper citation
- Failure to reference, or include in footnotes, material from another source that is not considered common general knowledge
- Submitting the same (or very similar) piece of work for different courses; e.g. in the DP, submitting a piece of work as a History Internal Assessment and an Extended Essay in History
- Allowing others to do research and/or writing of an assigned paper (including the services of a company)
- Falsifying or attempting to change official academic records without proper sanction

Note about help from parents or tutors

Parents and tutors may help students to understand the work they have to do but may not do any of their work for them in any subject.

ACADEMIC INTEGRITY IN THE ELEMENTARY SCHOOL (PYP)

Academic integrity begins in the early years and is an on-going process throughout the Elementary School. It is linked to research and inquiry, working on assignments, using technology, communicating ideas and reflecting on learning. Students at IST will demonstrate principled behaviour and show integrity. With many of the Learner Profiles articulated in our school philosophy, Independence, responsibility and integrity are at the centre of our promotion of academic honesty and integral in promoting Internationally minded students who respect the work of others.

Pre-K, Kindergarten and Grade 1

Through discussion with their teachers the idea of acknowledging where our ideas and information come from is introduced, along with putting all the names of a group on a piece of work for publishing. The idea of not copying work from others or asking parents or older students to do homework for them is also presented.

Grades 2-3

The academically honest student:

DOES

- Acknowledge help from parents, older students and friends
- Know the concept of academic dishonesty and abides by the rules set for an assessment task
- Know how to write a simple bibliography by citing author and title

DOES NOT

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student

- Give another student his/her own work to copy

In a cohesive and comprehensive way, students will receive instruction in:

- Use of the library and Internet, with a focus on Information Literacy
- What constitutes academic dishonesty

Grades 4-5

The academically honest student:

DOES

- Acknowledge help from parents, older students and friends
- Acknowledge information taken from books, the Internet and other sources
- Know what constitutes academic dishonesty and abides by the rules
- Know how to write a simple bibliography using the MLA citing framework

DOES NOT

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy

In a cohesive and comprehensive way, students will receive instruction in:

- Use of the library and Internet, with a focus on Information Literacy
- Basic independent note taking skills using Cornell notes
- Simple paraphrasing and adaptation of source material
- Simple ways to acknowledge information derived from electronic sources



- Writing a simple bibliography for major assignments
- What constitutes academic dishonesty

Note: IST has a commitment to using online tools to help students to learn how to be academically honest. Currently, IST subscribes to NoodleTools, an online learning tool that helps students create citations, Works Cited lists and in-text citations. NoodleTools is introduced in Grade 5 and is then used throughout the Secondary School.

ACADEMIC INTEGRITY IN THE SECONDARY SCHOOL (MYP)

Grades 6-8

The academically honest student:

DOES

- Acknowledge help from parents, older students and friends
- Acknowledge the source of direct quotations
- Acknowledge information taken from books, the Internet and other sources
- Acknowledge reference materials in a bibliography
- Know what constitutes academic dishonesty and abides by the rules
- Follow all assessment rules as described by the teacher

DOES NOT

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy

In a cohesive and comprehensive way, students will receive instruction in:

- Use of the library and Internet, with a focus on Information literacy
- More advanced note taking skills
- Simple paraphrasing and adaptation of source material
- Ways to acknowledge informally in writing and speech
- Relevant use of direct quotations and citations
- Simple ways to acknowledge information derived from electronic sources
- Writing a complete bibliography using the MLA citing framework
- What constitutes academic dishonesty

Grades 9-10

The academically honest student:

DOES

- Keep and maintain accurate, personal course notes
- Understand and abide by the school's rules concerning cheating
- Acknowledge, in a specific manner, help from another person
- Ask beforehand what kind of external help is permissible
- Acknowledge, in a specific manner, information taken from all sources
- Follow all assessment rules as described by the teacher, including examinations

DOES NOT

- Copy work of another student
- Give another student his/her work to copy
- Do the homework of another student
- Submit work done by another person, including other students, parents or a private tutor

- Use notes during a test unless allowed to by the teacher or the examination rules

In a cohesive and comprehensive way, students will receive instruction in:

- Techniques for acknowledging direct quotation with an in-text citation
- Skills of paraphrasing
- Techniques for acknowledging paraphrasing and the use of in-text citations
- Considering bias in reference material
- Evaluation of sources, text and internet sites
- Techniques for using translated material
- Formal skills for acknowledging source material
- Submission of summative assignments to turnitin.com

ACADEMIC INTEGRITY IN THE SECONDARY SCHOOL (DP)

Grades 11-12

The academically honest student:

DOES

- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism
- Understand the consequences of academic dishonesty regarding school-based work
- Understand the consequences of academic dishonesty regarding eCoursework
- Understand the consequences of academic dishonesty regarding external examinations
- Acknowledge explicitly and appropriately help provided by another person
- Follow all examination rules

DOES NOT

- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do homework for another student
- Present material written by another student as his/her own
- Purchase and submit pieces written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has been reproduced except in a manner allowed by the teacher or permitted by the examination rules

In a cohesive and comprehensive way, students will receive instruction in:

- The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies).
- Research writing techniques.
- Data gathering techniques.
- The planning, preparation and execution of research writing assignments.
- Considering bias in reference material.
- Submission of coursework to turnitin.com.

Note: IST has a commitment to checking work in the High School via online databases to ensure that work submitted is the student's own. Such databases can be used to determine the degree of similarity with online sources and whether students have cited their work correctly. Currently, students from Grades 9-12 are registered with Turnitin.com, an IB-recommended organization. This enables the school to send student work for analysis and for students to check their own work for originality.



GENERATIVE AI IN THE SECONDARY SCHOOL

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The IST Philosophy and Guiding Statements implicitly advocate for the ethical use of new and emerging technologies and literacies. Recognizing the transformative potential of these cutting-edge technologies, including Artificial Intelligence (AI) and Extended Reality (XR), we see their integration into learning and teaching as a crucial step in preparing students for a rapidly evolving world.

However, we recognize that the use of these technologies, especially generative AI, comes with significant challenges related to academic integrity. Therefore, we commit to establishing clear parameters for AI use and providing staff development programs that promote responsible and ethical use of AI. We will carefully address plagiarism-related concerns, data privacy, and maintaining high-quality teaching and learning.

- **Purposeful Use of AI:** Generative AI should be used to nurture curiosity, encourage inquiry, support transdisciplinary learning, inspire innovative ideas, and foster effective communication, aligning with the school's mission, philosophy, and definition of high-quality learning.
- **Student Involvement and Agency:** Students should be involved in decisions regarding the use and implementation of generative AI tools in their learning, promoting a sense of ownership and agency.
- **Ethical Use and Academic Integrity:** Students should use generative AI in an ethical manner, respecting intellectual property rights, and avoiding plagiarism. The importance of academic integrity should be stressed, any work submitted must be original and reflect their own understanding with any use of AI tools properly cited.
- **Teacher Guidance:** Teachers should explicitly model effective and ethical use of AI. Teachers should guide students in the use of AI tools, monitor the development of their work, and ensure that the work submitted reflects the students' abilities.
- **Parental Engagement:** Engage parents in the school's philosophy and policy on AI use. Encourage parents to discuss with their children the importance of ethical and responsible use of AI tools, and the importance of academic integrity.
- **Communication and Transparency:** Foster open communication about the use of AI tools within the school community. This includes sharing experiences, learning, and challenges related to the use of AI tools.
- **Data Privacy and Security:** Any use of generative AI should respect the privacy of individuals and adhere to data protection regulations. This includes maintaining the confidentiality of personal data, using anonymized data where necessary, and reinforcing the importance of data security.
- **Responsible Use and Digital Citizenship:** Students and staff should be educated about responsible use of generative AI, including the potential risks and benefits. This includes understanding the limitations and biases of the AI, and not solely relying on it for decision making.
- **Innovative Pedagogical Approaches:** Teachers should be encouraged to innovate and refine their pedagogical approaches by leveraging generative AI to enhance student learning. This could involve integrating AI into lesson plans, using AI for formative assessments, or employing AI to personalize learning paths for students.
- **Continuous Evaluation and Improvement:** The use of generative AI should be regularly monitored, evaluated, and improved based on student outcomes, contemporary research, and emerging trends in technology.

Further guidance on the use of AI in class can be found through the Secondary Office.



CONSEQUENCES OF ACADEMIC DISHONESTY

Elementary School

Each incident of academic dishonesty is reviewed on a case-by-case basis, bearing in mind that each student is unique and all infractions will be handled with the whole student in mind, inclusive of individual circumstances. Incidents are treated as teachable moments to explicitly demonstrate how the work should have been presented and to support the student to make better decisions in the future, referring the student to the academic integrity policy to help make them aware of their breach. If there are multiple incidents of academic dishonesty, the parents will be notified and the school reserves the right to add supplementary consequences.

Secondary School

If a student is suspected of violating the Academic Integrity Policy, the following process is followed. Within the same year, violations are treated in the same way regardless of subject and subsequent instances can be in different subject areas:

- **1st instance:** Following an interview in which the student is shown the evidence and given the chance to explain, the student is required to re-submit the assessment and is reminded of IST's academic policy and IB expectations. Principal and parents are notified, and the malpractice is recorded by the Principal's office. There may be a requirement for Turnitin documentation to be submitted as necessary to monitor future work.
- **2nd instance:** The student is zero graded; parents are notified by the Principal; further disciplinary consequences are possible. This is recorded as a second instance of malpractice.
- **3rd instance:** The student receives no credit for the relevant course for that semester and may be recommended by the Principal for withdrawal/expulsion from the school.

If incidences are recorded over a period of years, the Principal reserves the right to add supplementary consequences. When relevant, students will also face penalties imposed by the International Baccalaureate.

Notes:

- It should be explicitly brought to the attention of DP students that submission of eCoursework (that will be externally assessed or internally assessed and moderated) that is deemed to be plagiarised or shows academic dishonesty will jeopardise their chances of receiving the external qualification. All matters of this type must be brought to the attention of the IB. In these circumstances, any subsequent sanctions may be out of the control of the school. Please note that the IB does not differentiate between deliberate or accidental academic dishonesty.
- All IB Diploma students must sign an Academic Integrity declaration at the start of the Diploma Programme.
- All IB Diploma students must sign a declaration of eCoursework authenticity upon submission of eCoursework to the IB Diploma Programme Coordinator.
- All IB Diploma students must sign a statement of examination academic integrity pledge prior to sitting their IB Diploma examinations.
- In extreme cases where an individual or a group of students engage or collaborate in dishonest actions that endanger the relationship with the IB or the reputation of the school in the wider community, the Secondary Principal will either convene a panel of teachers and administrators to



review the infraction and recommend disciplinary action to the Head of School or refer the matter directly to the Director. The Director will take the decision on the action to be taken, up to and including expulsion.

REVISITING ASSESSED / GRADED WORK IN MYP AND DP

Assessment tasks can be revisited if the student wishes to demonstrate learning. While it is recognized that this places some additional burdens on teachers to create different tasks or to spend more time on assessing learning, it is in line with our teaching and learning philosophy. Summative tasks that provide a result that does not demonstrate satisfactory learning can be reassigned a formative status and, after remediation, the learning can be reassessed. Decisions about which assessment tasks can be readdressed and the initial grade above which this is not allowed are made by different subject areas, noted on Toddle and rationale clearly explained to students.

Can a student retake a semester exam?

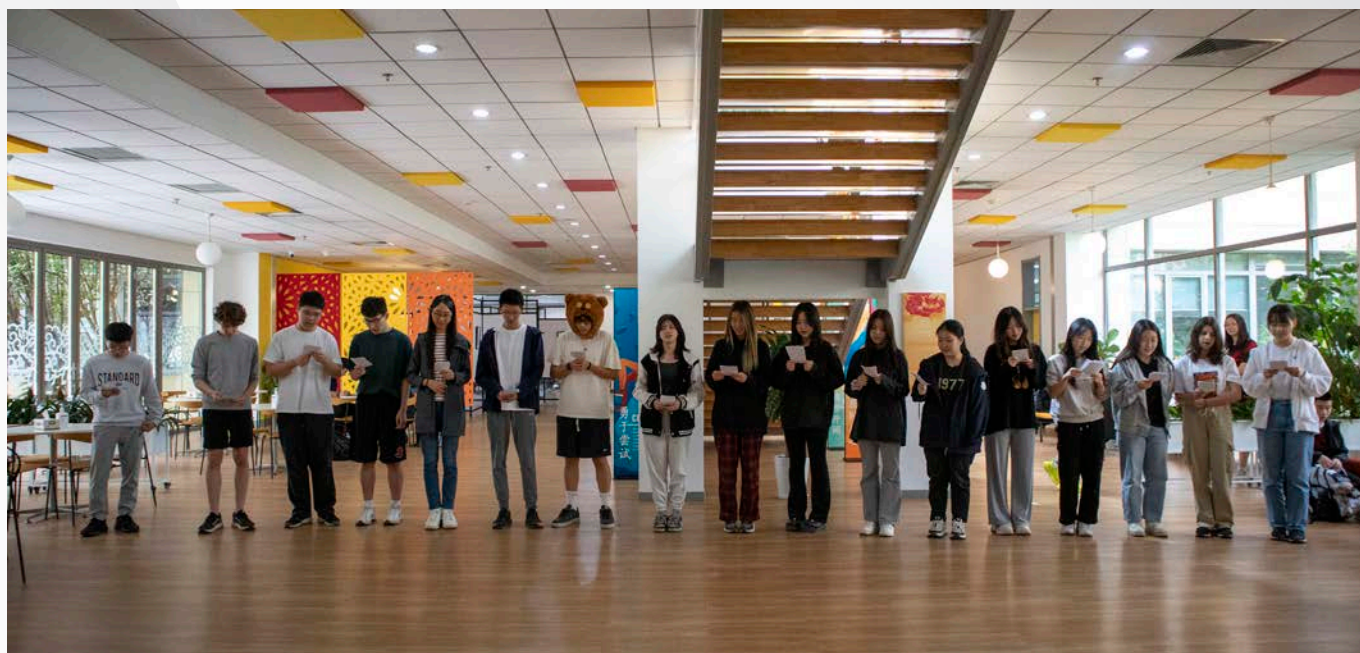
- Students can retake semester exams if they have failed to demonstrate learning. Teachers can revise exam protocols and should expect the student to show learning that allows for meaningful and useful assessment data. In this instance, the first examination mark can still be used as a formative assessment or discarded at the teacher's discretion.

How often can a student resubmit work?

- In the context of formative pieces, students may be allowed to resubmit work multiple times within the same reporting period. IST does not endorse a fixed number of opportunities and teachers exercise discretion and make decisions based upon time and practicalities within the classroom. In all cases, teachers are encouraged to discuss and formulate remediation and resubmission efforts in collaboration with department chairs, program coordinators, or the principal.

Can a student who achieves a good score resubmit work for a higher grade?

- IST does not endorse "grade-inflation" efforts by students. For students who achieve a 5 or above but wish to develop further, teachers are encouraged to design differentiated schemes of extension work that allow them to expand upon their knowledge. Such work should be formative in nature.



STUDENT SUPPORT SERVICES

STUDENT SERVICES AT IST

At IST, the Student Services Departments include English Language Acquisition (ELA), Individual Needs (I.N.), Counseling and Child Protection.

The Student Services Department enables students for whom English is an additional language and students with individual learning or emotional and social needs to participate fully in the various academic and related social programs of the school.

IST supports the belief that all students should be allowed to demonstrate their knowledge and understanding under conditions that meet their individual needs. To that end, IST offers an array of accommodations including, but not limited to, specialized staff, in-class support, small classes and appropriately structured lessons.

Some students experiencing academic and/or behavior difficulties may not have a defined disability/disorder or require learning support to meet their individual educational needs. In such cases, adjustments to the regular education program will address a student's specific needs without having individual needs support or professional diagnosis. Should a student require more specific support they will be referred to the Student Support Team.

INCLUSIVE EDUCATION AT IST

IST expects that all enrolled students are included in mainstream classes for the majority of the school week. Inclusion at IST aims to increase access and engagement in learning for all students by developing a differentiated and supported program meeting the needs of each student. This is achieved by a culture that upholds and respects the partnership between all stakeholders

so that the interests of all students within IST are safeguarded.

IST believes that all students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.



ELA (ENGLISH LANGUAGE ACQUISITION) AT IST

LANGUAGE PHILOSOPHY

Our school is a place where we value language within and beyond the classroom. We value language as the means through which we think and learn. We value language as the means to communicate with others, to understand their cultures, and to include them in all we do. We value language as a means to be creative. And we value the pleasure that comes from the use of rich and expressive language in all its forms.

Our teachers are all language teachers. Together, they help our students become confident users of English, which is the common language of our school. They appreciate that students learn in different ways and therefore use a wide range of teaching methods. We teach our students other world languages, too. These include the language of our host country, China, and other languages from Asia and beyond. Our parents are also language teachers. With support from the school, they also help their children develop their mother tongue.

Our students, teachers and parents understand that the confident and respectful use of language helps us give service to others in a spirit of friendship. We use language to express our own feelings and to appreciate the points of view of others. Thus, we may learn from each other and contribute to a better and more peaceful world.



ELEMENTARY ELA (ENGLISH LANGUAGE ACQUISITION)

Grades 1-5 students with limited English language proficiency receive a combination of ‘pull-out’ support and in-class support through co-teaching, depending on their level of proficiency, as determined by an internal assessment. The emphasis of IST’s ELA support programme is to promote academic English proficiency that will enable learners to access the mainstream curriculum as quickly as possible. ELA teachers work in active collaboration with homeroom and other specialist teachers to support students.

- **Pull Out Support:** Students with lower levels of proficiency are pulled out of mainstream classes for up to 2 lessons per day for foundational language support during the mainstream language and literacy time.
- **Co Teaching Support:** Students with lower levels of proficiency are also supported by ELA teachers in the mainstream classroom context. Those students who have developed a reasonable degree of language proficiency but who still require support to fully access the curriculum continue to receive ‘in-class’ support through various co-teaching models. These students may occasionally be pulled out for specific content support

SECONDARY ELA (ENGLISH LANGUAGE ACQUISITION)

ELA (English Language Acquisition) in Secondary is aligned with the MYP and DP English Language Acquisition courses. Each student’s English language proficiency is determined using the MAP assessment. English Language Acquisition students in Grades 6-8 are placed into one of three different classes in accordance with their phase of proficiency. English Language Acquisition students in Grade 9 will be placed in two groups. In preparation for the DP, there is only one English Language Acquisition class in Grade 10. When students have a strong enough English level to exit Language Acquisition courses, they are placed in English Language and Literature.

ELA students in Grades 6-8 also attend the

Humanities for English as an Additional Language (HEAL) course, which runs parallel with the mainstream Humanities course but are taught by the ELA teachers.

INDIVIDUAL NEEDS PROGRAM

IST’s Individual Needs program is aimed at students who have special learning needs, and who need special support to participate in the school’s programs.

Students with Individual Needs are placed in the regular class and are expected to follow the school’s academic and social curriculum. Support is based on the students’ individual needs, and may consist of support within the classroom, or through small group or individual ‘pull out’ lessons. While students may be withdrawn from their classroom for such instruction the majority of their time is spent with their peers in the regular class.

Currently, IST accepts students with mild to moderate learning difficulties. It is recommended the parents of students with special learning needs contact the school to discuss the needs of their child prior to enrollment.

STUDENT SUPPORT TEAM (SST)

The Student Service Team comprises the Elementary or Secondary Principal, Student Support Coordinator and/or Individual Needs teachers and the counselors. Other stakeholders may be invited for specific meetings. At IST, the Student Support Team (SST) works in collaboration to help promote student success in the mainstream classroom. Where necessary the SST develops short term action plans and longer-term Individual Learning Plans (ILP). An ILP is developed for a student who has significant support needs.

COUNSELING

The IST School Counseling program helps to promote the overall wellness of K-12 students by offering a comprehensive, preventative, and accessible program in the areas of academic, personal/social, career, and global perspective domains.

COUNSELING SERVICES OFFERED

IST Counseling services offered, but not limited to, under each domain include:

ACADEMIC DEVELOPMENT

- Study Skills Development
- Learning Styles
- Organization skills
- Tutoring Referrals
- Grade Improvement
- Presentation Skills
- Goal Setting
- Decision Making

CAREER DEVELOPMENT

- Career Exploration Resources
- Classroom Guidance
- University Planning and Beyond
- University Planning Workshops for Parents
- Individual University Planning
- PSAT/SAT Testing
- University Representative visits
- Interview Skills

PERSONAL/SOCIAL DEVELOPMENT

- Individual Counseling
- Parent Conferences
- Group Counseling
- Decision Making
- Grief Management
- Classroom Guidance Lessons
- Peer Conflict Resolution
- C & S Group Topic Support Lessons
- Action Groups
- New Student Orientation
- Transition Presentations
- Parent Workshops
- Goal Setting

RESPONSIBILITIES OF THE COUNSELOR

CLEAR AND IMMINENT DANGER

In the case of imminent danger that has been disclosed and determined by the counselor, the issue must be urgently addressed. Students who disclose a risk of suicide or harm to others will be immediately reported to Administration and the parent will be immediately contacted. A professional evaluation and clearance by a physician, licensed psychologist, or psychiatrist, as well as a re-entry meeting with the School Principal and School Counselor is required before a student is granted permission to continue classes.

LIMIT OF SERVICES AND COMMUNITY REFERRALS

Professional School Counselors holding Master's level credentials in School Counseling are formally trained to assist students with concerns in academic, social and career areas. Although school counselors have been trained in various counseling techniques, school counselors are not capable to provide psychological or medical diagnoses. A formal diagnosis may be obtained by a licensed psychologist, psychiatrist or medical physician.

Further details of IST's counseling services and policies can be located on the school website at the following link: <https://www.istianjin.org/learning-support/>





STUDENT ACTIVITIES

FIELD TRIPS

As a part of the total learning experience in Tianjin, classes will sometimes take fieldtrips. When their child is first admitted to the school, parents sign their permission for him or her to participate in all fieldtrips that take place within Tianjin during the school day. For out of town and/or overnight fieldtrips, parents will be asked to sign additional permission slips.

Elementary fieldtrips within Tianjin include opportunities for many day trips: aquarium, natural history museum, fire station, planning museum, local places of worship, local market, ancient culture street, and a dessert factory! Further afield, Grade 4 students undertake a two-day visit each October to experience the arts in Beijing, and Grade 5 enjoy a three-day adventure each May to Ji Xian, about two hours north of Tianjin.

The Secondary school operates a 'Week Without Walls' outdoor education program each year for Grades 6 to 11 (Covid-19 restrictions permitting). The focus of this program is centered on the IB Learner Profile, allowing students to make connections between their learning and the world around them. Each grade level has its own destination and a program designed to maximize the experience for the students. These trips normally take place during the first quarter of the school year. 'Week Without Walls' also provides opportunities for the classes to grow as a group and to develop bonds that will last throughout the year.

CO-CURRICULAR ACTIVITIES

IST believes in the total development of each and every one of our students and in order to complement our academic program and further achieve this goal we offer a wide variety of activities intended to meet the differing interests and developmental levels of our student body.

The program of extra-curricular activities includes a balance of sporting, social, cultural, service and arts activities. Activities include: bands, choirs, drama, Model United Nations, sports, arts and crafts, student newspaper and many others. All IST staff members direct at least one extracurricular activity session in each academic year for a period of 10 weeks. Sessions run from 3:25 until 4:25pm. Secondary sports sessions run from 3:25 until 5:00pm. Only a limited number of activities are offered on Wednesdays, as teachers are involved in after-school meetings. A schedule for the year will be sent home in the first week of school so that students and parents can plan out an exciting year of activities.

FUNDRAISING ACTIVITIES

IST encourages students to organize fundraising activities for approved causes. Fundraising is permitted both for school-related causes and events, and for other approved causes. The purposes of fundraising activities include not only help to approved beneficiaries, but also the encouragement of a sense of social responsibility among the students.

SPORTS

The school offers a wide range of opportunities for students to participate in sports. Secondary sports teams take part in leagues and tournaments organized by the International Schools Athletic Conference Beijing/Tianjin (ISAC), the Association of Chinese and Mongolian International Schools (ACAMIS) and the International Schools Conference of Tianjin (ISCOT). Sporting fixtures take place after school and on weekends. In order to be a member of an IST secondary sports team, students must be in good academic standing. Students who are behind in their studies may be withdrawn from teams until they have caught up with their work.

Elementary sports teams participate in both ISCOT and ISAC tournaments in a range of sports. Tournaments are organised as part of the school day, wherever possible.

<https://www.istianjin.org/athletics/>

STUDENT PUBLICATIONS

The school encourages students to express their views in school-sponsored publications in a variety of media, but they must observe rules of responsible journalism. This means that libelous statements, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws or school regulations, or material designed to disrupt the educational process, will not be permitted. The sponsors of student publications have a responsibility to review the contents before publication and to assist students in improving their skills and modes of expression, and to recognize and exclude material that is in poor taste, misleading, false, ill-advised, prejudiced, or even libelous.

Review of the content of school-sponsored publications prior to publication is not censorship, but part of the educational process. It can be pointed out to students, as it frequently is to professional journalists, that a publisher (in this case, the school) enjoys freedom to determine what it will and will not publish.

However, students' right to speak freely within the parameters set above should be seriously considered and protected. For that reason, the emphasis in the publication process should be on review, not on "official approval"; any decision by a school official to withhold approval must be based only on the standards set forth in the first and second paragraphs of this policy.

THE STUDENT COUNCILS

Both the elementary and secondary schools have elected Student Councils (StuCo). The Student Councils represent the views of the student body to the faculty and administration. In addition the Councils are involved in the development of school practices as well as organizing and providing a variety of community service activities and student social events.

COMMUNITY AND SERVICE

At IST, we consider Service, whether offered to a friend, a class, the local community or the world

beyond, to be both an indispensable learning experience for every student, and an expected outcome of an international education. The IST philosophy calls students to recognize that commitment to community building and service learning is part of our vision of International Mindedness, an essential part of our program, and we are proud that students from Nursery through high school graduation are engaged in action, using their knowledge, understanding, and skills to make a contribution to society.

Service learning takes place in each of the three programmes in the form of:

- Action in the PYP
- Service and Action in the MYP
- Creativity, Activity and Service in the DP

Please visit the IST website at <https://www.istianjin.org/overview/> for further information





STUDENT RIGHTS & RESPONSIBILITIES & BEHAVIOUR MANAGEMENT POLICIES & GUIDELINES

INTRODUCTION TO STUDENT RIGHTS AND RESPONSIBILITIES

Each student in our school has the right to be treated with respect, courtesy and consideration by every other student, teacher, school employee, or other adult in the school. Each student has the right to know what the rules are; to appeal to higher authority when he/she feels unfairly treated, or when he/she thinks that no objective hearing has been allowed.

However, persons in charge of classrooms and of the school as a whole must have the authority to carry out their work for the benefit and safety of everyone concerned without constant arguments. If a student feels that a particular rule or judgment is unfair, he/she may express such complaints to the teacher concerned and, in the event of not achieving a satisfactory conclusion, to the Principal.



STUDENT DUE PROCESS RIGHTS

Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In so doing, he or she is

expected to conduct his/her affairs in such a way as to assure other students the same opportunities without serving to restrict or otherwise inhibit their individual and collective rights.

It is the intent of the school to afford vigilant protection of the rights of all school personnel and students, including the rights to free inquiry and expression, the right to freedom of association, and the right to administrative due process.

Of equal importance is the right of the school to prescribe and control student conduct in a manner consistent with the school's philosophy and fundamental safeguards.

In exercising this right, each principal, working with his/her staff and with the students, will attempt to achieve the objectives and follow the procedures set forth by the Board of Governors' policies, and administrative regulations pertaining to the various aspects of student rights, student conduct and student discipline.

OBJECTIVES

The primary objective is the proper recognition and preservation of a student's rights:

- Freedom of Expression – Students may freely express their points of view provided they do not seek to coerce others to join in their mode of expression and provided also that they do not otherwise intrude upon the rights of others during school hours.
- Personal Appearance – Restrictions on a student's hairstyle or his/her manner of dress will be determined where there is a 'clear and present danger to the student's health and safety, or causes an interference with work, or creates classroom or school disorder'. Participation in voluntary activities may necessitate specific requirements for approved

grooming and dress due to the nature of the activity. The school dress code is printed on page 82 of this handbook.

- **Petition** – Students are allowed to present petitions to the administration at any time. Collecting of signatures on petitions is limited to before and after school hours. No student will be subjected to disciplinary measure of any nature for signing a petition addressed to the administration – assuming that the petition is free of obscenities, libelous statements, personal attack, and advocacy of disruption which poses a probable threat of disruption to the regular school programs and is within the bounds of reasonable conduct.
- **Property** – A student's locker and desk should not be opened for inspection, except when approved by the Principal because he/she has reasonable cause to believe that prohibited articles are stored therein. Locker clean-out sessions will be conducted as determined by the Principal. Such clean-outs will be to dispose of waste materials, recover missing books and other school property, and for other just cause as determined by the Principal. Adequate notification to students prior to any such a locker clean-out is recommended.

DUE PROCESS

Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In so doing, he or she is expected to conduct his/her affairs in such a way as to assure other students the same opportunities without serving to restrict or otherwise inhibit their individual and collective rights.

- **Due Process** - Students are to have clearly-established means by which 'administrative due process' is available to see that their rights are protected. Students are to be involved, singly and collectively, as citizens of the school with the attendant rights of such citizenship and corresponding responsibilities for the proper conduct of their own affairs and those of other students.
- 'Due Process' may be defined as a course of legal proceedings in accordance with the rules and principles established for the enforcement and protection of individual rights. The concept applies to any dispute between two parties.
- The concept of due process means that students are entitled:
 - to know what the rules are;
 - to be notified of charges against them, and be provided the opportunity to respond to those charges;
 - to have counsel;
 - to appeal a decision about the charges to a higher level;
 - to have the charges or penalties removed from their records, if their innocence or non-involvement is shown by the evidence.
- In the administration of due process, the student should be made to feel that his/her value as a person is not in question. What may be questioned is the student's behavior. The purpose of all school rules





and disciplinary actions is to make the student understand that he/she is responsible for his/her actions.

STUDENT RESPONSIBILITIES

The Board of Governors supports the principle that no one has the right to interfere with other people, other people's property and other people's time. The school should attempt to develop and encourage an attitude of individual responsibility towards the quality of life in the school community.

The code of behavior expected from our students rests on three basic rules: respect for themselves; respect for others; respect for their own and others' property. All detailed school regulations, bus rules, etc. will be logical extensions of these three basic expectations, and will be explained to students in those terms.

STUDENT DISCIPLINE

It is expected that most students, in most instances, will be able to keep to the basic code of behavior outlined above. However, there will inevitably be times when students need to be reminded of their responsibilities to themselves and to the school, and when it may be necessary to impose disciplinary procedures. When problems of behavior arise, they will be dealt with according to regulations developed by the administration and implemented by the director, as required under board policy. Further information about disciplinary regulations, and consequences for breaches of discipline, are found in section 5 and is obtainable in more detail from the principals' offices.

SPORTSMANSHIP

Good sportsmanship is expected of all students who participate, either as athletes or as spectators, in any form of school-related sports activities. Good behavior rests again upon the three basic principles set forth in the behavior code above; students are expected to behave with self-respect, respect for others, and respect for their own and other property. Specific regulations pertaining to behavior and discipline during school-related activities will be developed and enforced by the administration.

BASIC GUIDELINES FOR CONDUCT

MANNER AND CONDUCT

Students represent their home, the school, and their cultural community. Conduct should be courteous and exemplary, both in school and in public. The school constantly and actively seeks to reward positive traits and behavior in informal and formal settings.

CLASSROOM EXPECTATIONS

- Quiet talk is expected inside. Loud, boisterous noise is appropriate only outside or when organized and planned.
- Student movement is to be purposeful and considerate of others.
- Students are to meet deadlines and be responsible for daily assignments.
- All written work is to be neat, legible, and reflect the potential of its owner.
- Students are to actively listen when a peer or teacher addresses the class.
- Students are asked to respect others, be courteous, helpful, and considerate of property and other people's feelings at all times.
- Students must use polite language, refraining from the use of obscenities.
- Students share the responsibility of keeping the school neat and clean (i.e., chewing gum is not acceptable, litter is picked up).

- Students remain with their class at all times unless permission to leave is granted by the teacher.
- Students are to respect all other guidelines established in their classrooms.
- Students should recognize that English is the language of inclusion at IST and endeavor to use it during classroom time whenever possible and outside of the classroom where this will provide opportunities for intercultural interactions among students.

OUTSIDE THE CLASSROOM

- Students are expected to walk at all times on stairways and in corridors within the building.
- Students are to stay to the right on stairs at all times.
- Quiet talking only in the stairwells.
- Students are to use playground equipment safely and in the manner for which it was made.
- Students are to remain on school property during school hours unless special permission is given by the director or unless accompanied by a teacher.
- Non-personal audio equipment, skateboards, toys, and games should not be brought from home to be used at school unless special permission is granted by the student's teacher.
- For Performance and assembly: A person standing at the microphone will signal the start of an event and that quiet is required from the audience. Respect the performers by not moving about during a performance. One should only enter or leave the venue between acts. Food and drinks are not allowed in the auditorium. Adherence to these few guidelines will make performances more pleasant for everyone.

TEACHING ASSISTANTS AND LOCAL STAFF

IST employs a number of locally trained teaching assistants who are charged with a variety of supervision and clerical roles within the school. In all cases, students will treat teaching assistants with the same respect and standards of behavior that they would afford to teachers and administrators. This is equally true for any local staff in the employ of IST.





RESPECTING OUR ENVIRONMENT

IST has a beautiful campus, but occasionally trash/litter becomes a problem. It is hoped that each student will be responsible for the school environment; this includes clearing up their tables after recess or lunch. Waste bins are provided for the control of trash/litter. Consequences apply for students who do not look after the school environment.

FOOD, DRINK AND GUM IN CLASSROOMS

Students may not chew gum on the school campus or consume food or drink (except water) in the classrooms at any time except for special school-approved parties or meetings.

DRESS CODE

Students and other community members are expected to demonstrate their respect for our school, the customs of our host country, and the varied cultural backgrounds of our international community by wearing clothing that is both comfortable and appropriate for learning and teaching. The following dress code serves to clarify common expectations for elementary and secondary students on the school campus and at all school-sponsored events and field trips:

ELEMENTARY DRESS CODE

Children are encouraged to wear comfortable clothes and shoes. Daily activities include active and messy play, and children should feel comfortable enough to enjoy themselves without worrying about their clothes. Placing names on clothing and other belongings helps to ensure the return of all possessions and clothes that have been mislaid. Although there is no defined dress code at IST at the current time, older students, in particular, must be conscious of the need for appropriate and modest dress on the school campus and at all school-sponsored events and on fieldtrips. Students are required to purchase an IST sports t-shirt and must wear appropriate sport shoes on Physical Education days.

SECONDARY DRESS CODE

IST is fully aware of the fact that dress codes can be

very difficult to apply effectively while remaining conscious and considerate of the many views and opinions of all stakeholders. At the same time, IST reserves the right, as an institution, to apply standards of dress and behavior that preserve the collective integrity and image of the school as a whole, without specific regard to the preferences of each individual member. As a result of our location in China, and our clear efforts to remain closely attuned to our local, host culture, IST normally defers to a more conservative application of dress and appearance for both its staff and students. Student and staff dress codes, however, do not fully align, as they do not include members of the same constituent groups. Therefore, some prohibitions for students may, or will, be differently applied to staff members or other adults and vice versa.

Students are encouraged to wear comfortable clothes and shoes and must be conscious of the need for appropriate and modest dress on the school campus and at all school-sponsored events and on field trips.

COMMON EXPECTATIONS FOR ALL STUDENTS

- Clothing is clean and neat without holes or tears.
- Clothing is not “shear”, “see-through” or intended to exaggerate or strongly accentuate body parts or body regions.
- Undergarments are not visible either in clear view or in outlined relief through tight-fitting outer garments.
- The bottom of the top overlaps the top of the bottoms. (No exposed mid-riff sections for boys or girls.)
- Clothing does not restrict safe movement (and for Secondary students, will not become easily entangled in Design Center machinery.)
- No obscene (such as profanity or deliberately provocative)/suggestive designs, offensive or overtly politicizing slogans or pictures, drug

and alcohol references (slogans and pictures), on clothing or accessories.

- Sunglasses and hats are not worn in the classrooms, offices or assemblies.
- Footwear is required at all times (no rubber beachwear flip-flops)

HAIR AND FACIAL HAIR

- Facial hair must be kept clean-shaven. Beards are not permitted unless as part of a religious custom or observance that requires the growth of facial hair. In such cases, the beards must still be kept neatly trimmed.
- Hair must be well-kempt and clean to help prevent the spread of lice or other such infestations.
- Students may color their hair and/or wear a large variety of hairstyles. Some hairstyles, however, may be the subject of discussion and result in a request to change such as:
 1. Dreadlocks (which are normally associated with certain cultural or ethnic groups)
 2. Mohawks (which are normally associated with certain cultural or ethnic groups)
 3. Punk spikes (are not allowed)

OTHER CONSIDERATIONS

- Genuine fur coats, shawls and other items should not be worn at school in deference to the many global prohibitions against fur-trading and ethical considerations regarding the collection of animal fur. This could be seen as similar to considerations regarding leather goods however, leather goods are much more prominent and socially acceptable. Students, however, are encouraged to eschew genuine leather and other animal products if suitable/sustainable substitutes can be found.
- Leather items may be worn as shoes, belts and jackets however, leather pants, leather lace-up skirts and other such attire is not permitted.
- Ethnic/cultural costumes or traditional dress should not be worn in mock imitation of that



culture. These can be worn, at certain times however, provided that they are being worn in a clear effort to pay homage to a different culture or ethnic tradition.

- Certain types of jewelry or adornments are not allowed, such as:
- Items of jewelry that exceed an estimated value of 10,000RMB. Note that students are always responsible for valuable items that may be lost or stolen.
- Temporary tattoos depicting drug references/paraphernalia, weapons, overtly politicizing logos such as political party insignia, etc.

In all cases, the school reserves the right to apply these guidelines with professional discretion. If a member of the staff or administration feels that a student's appearance violates the above codes, the staff member will speak with the student to explain the reasoning. Students will then be afforded an opportunity to come to school the following day in different attire. If, however, a student repeatedly dresses in a manner that has been deemed inappropriate then disciplinary action may follow. The student (or parents) may not agree with the stated reasoning and is welcome to appeal the request to the Senior Administration. In such cases, the student will abide by the reasons provided by the member of staff until such time as the request by the teacher has either been affirmed or revised by the Senior Administration.

PE DRESS CODE

In the interests of health and safety, all students must wear appropriate PE uniforms, sportswear and trainers to participate in PE classes and all sports activities.



USE OF ENGLISH LANGUAGE

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IST is an English medium school. The English language is a defining characteristic of the educational programmes that we provide. It is consequently central to our school's community identity; it is the language of our common identity and is therefore a necessary tool for building bridges between the many cultural and linguistic groups that we have in our community.

Our students are expected to work to develop the highest levels of English language proficiency during their time at IST. The most effective way to do this is to use the English language as a means of learning and communicating within the school environment.

The use of a shared communal language sends a clear signal that those speaking are sensitive to the presence of other people, and proactive in their attempts to communicate. It acknowledges the needs of others and invites relationships.

We also recognize the vital importance of mother tongue interactions and acknowledge that proficiency in other languages is supported by a strong mother tongue. As an international community, we understand that students face a great challenge when speaking in a language other than their mother tongue. This is especially true of ESL students who are new to the school. 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 and to celebrate his or her cultural and linguistic background.

At all other times, a student who is capable of conversing in English is expected to use English in the classroom and as a language of inclusion in other social contexts in which English is the only common language of those present. Failure to do so suggests a lack of regard for this expectation, and it also signals the possible deliberate exclusion of others.

If a student who is capable of conversing in English repeatedly chooses to ignore teacher requests to use English in applicable academic and social contexts or chooses to deliberately exclude other students through the use of a language that is not

common to all of those present, he or she may be sent to a guidance counselor or to the relevant principal. At this time the counselor/principal will discuss the school's English language expectations and counsel the student on the value of developing his or her academic English language competencies and on the importance of being inclusive at all times in our internationally minded community.

Students who receive ELA support will naturally be given much greater consideration and support in



the use of both English and their mother tongue to ensure that they have ample opportunities to freely communicate their thoughts and feelings and to ensure that optimal learning takes place at all times.

PHILOSOPHY OF DISCIPLINE AT IST

Our philosophy of discipline at International School of Tianjin begins with respect, trust and concern for each child. Individuals are to be respected in the light of their own uniqueness and for their separate feelings, interests, and abilities. We believe all students have a desire to be accepted and to participate in their classroom community in a positive and constructive manner. They need to know that certain rules and guidelines are necessary to give structure to living together as a group.

Natural consequences correct unacceptable behavior and re-establish order in given situations. Continued counseling and understanding of the students' reasons for unacceptable behavior are necessary. We accept students for who they are, not for what they do. We try to separate the action

from the person by pointing out to students their unacceptable behavior.

Discipline problems at the school are few, and it is expected that most students, in most instances, will be able to live happily and comfortably within the basic rules of conduct laid down by the school.

Inevitably however, there will be times when a student needs to be reminded of the responsibility, he/she has toward the school as a whole as well as to him/herself as an individual, and there must be some sensible rules for dealing with such reminders.

The director and the principals are responsible for setting and enforcing rules of behavior and for coping with behavior problems as appropriate to the student's age and maturity.

In dealing with student behavior in the classroom, teachers must always be assured of support – from the principals, the director, and the school Board of Governors – for reasonable rules set within the framework of the overall policies applying to conduct. Conversely, teachers are expected to treat each student with respect, courtesy and consideration. Students have the right to be told clearly what the rules are; and they have the right to appeal to a higher authority if they feel they have been dealt with unfairly or have not been given an objective hearing.

It should however, be pointed out to students that directions must first be obeyed, and may be questioned later. Employees of the school must have the authority to carry out their tasks for the benefit of all concerned, and it is for this reason that the school board delegates to the director and his/her professional staff the task of setting specific guidelines for discipline and punishment in the school.

POLICIES RELATING TO STUDENT DISCIPLINE AND CONSEQUENCES

PURPOSE

To express the Board of Governors' views on providing corrective measures when there are breaches of discipline.



DEFINITIONS

Detention shall mean a disciplinary measure which requires a student to remain in a designated and supervised area of the school for a specified time outside regular class hours.

Disciplinary or Academic Probation shall mean a disciplinary measure which is a warning to the student and his/her parents that any further breaches of discipline, or persistent failure to complete work assignments satisfactorily, within a defined period may result in suspension or expulsion.

Behavioral contract shall mean a disciplinary measure in which students who have repeated disciplinary infractions will be asked by the Principal to sign a disciplinary contract that outlines conditions of future tenure at IST. Failure to comply might result in a request from the Director for withdrawal from IST.

Suspension shall mean a disciplinary measure that requires the student to stay away from the school for a specified period. In-school suspension shall mean a disciplinary measure that requires the student to be detained in a designated and supervised area of the school during the normal school day.

Expulsion shall mean a disciplinary measure that requires the student to be struck from the school rolls.



CONSEQUENCES FOR BREACHES OF DISCIPLINE

Breaches of discipline shall be dealt with using a progressively severe punishment that appropriately meets the seriousness of the offense.

Disciplinary measures in order of severity are:

DETENTION OF STUDENT

Detention during or after school hours may be imposed by the faculty or administration. In cases of detention after school hours, parents must be notified one day prior.

DISCIPLINARY OR ACADEMIC PROBATION OF STUDENT

Students may be placed on disciplinary or academic probation following a conference between the student, parent(s) or guardian(s), and the administration. The principal may draw up a contract to be signed by the student, his/her parent(s) and the principal detailing the behavioral and/or academic expectations for the student together with agreed actions and timelines.

SUSPENSION OF STUDENT

Behavior or academic performance that seriously deviates from accepted standards as judged by the administration may lead to suspensions from one to five school days by the principal or director. A suspended student cannot return to school until a conference is held between the administration, the student and the parent(s) or guardian(s). Work missed during suspensions must be made up. The principal may draw up a contract to be signed by the student, his/her parent(s) and the principal, detailing the behavioral and/or academic expectations for the student together with agreed actions and timelines.



EXPULSION OF STUDENT

Very serious and/or chronic offenses may lead to expulsion. This action shall only be taken after due consideration and consultation between the principal, director, student, and the parent(s) or guardian(s). The Board of Governors shall receive written notice of all expulsions prior to, or concurrent with, the expulsion.

Forfeiture of Tuition: If a student is suspended or expelled, tuition for the period of suspension or for the remainder of the semester after expulsion cannot be refunded.

CORPORAL PUNISHMENT

Corporal punishment shall not be used in the school by anyone under any circumstances. School employees are allowed, however, to physically restrain a student when this is necessary to prevent him/her from harming him/herself or any other person, or to keep him/her from damaging property.

Parents of IST students are expected not to use corporal punishment on their children. In cases where the school's principal or staff suspects regular corporal punishment, physical or psychological abuse, in the home, the counselor and/or principal or director shall meet with the parents and offer advice or assistance to ensure that the practice is stopped. In cases where such practices are continued, the school will report the parents or guardian(s) concerned to responsible authorities.

SPECIFIC DISCIPLINARY GUIDELINES AND CONSEQUENCES FOR BREACHES OF DISCIPLINE

Note that in all cases, the IST Senior Administration reserves the right to determine the severity of any offense and may intervene in any breach of discipline if there is reasonable concern for the safety and well-being of students or to protect the integrity of the School, its Officers or Staff.

STAGES OF DISCIPLINARY ACTION: ELEMENTARY

Stage 1. Common behavior infractions will be met with a standard escalation of responses/actions

within the school. In most instances of minor violations of expected behavior, the first infraction will be dealt with by the classroom teacher who will administer oral warnings, restorative practices, remind students of the expectations of the code of conduct, move the student to a different location within the classroom and may choose to record the students name and infraction for the purpose of record-keeping. Commonly disruptive behaviors are:

- Speaking out of turn
- Disrespectful behavior or speech
- Failure to follow directions
- Distracting others
- Failure to turn in homework
- Riding a bicycle without a helmet

Stage 2. In the event that a student repeats similar offenses or makes more serious breaches of the code of conduct, the classroom teacher may choose to escalate consequences through the Principal, Deputy Principal and Counselor. Additionally, the teacher and administrator may choose to hold the student in time-out, classroom detention or suspension of recess privileges. Parents will be notified in the following instances:

- Continuation of the behaviors listed in Stage 1 with little or no improvement
- Mild physical or verbal aggression
- Misuse of technology (see below)
- Deliberate damage to property

Stage 3. In the event of persistent breaches of the code of conduct the teacher will notify the Principal and or Counselor. Parents will be required to come to school as part of a further escalation of consequences. Stage 3 behavior infractions may result in the provision of a required plan of action put in place by the school, third-party counseling at the request of the school, suspension at the discretion of the Principal or expulsion at the discretion of the Director. Note that only the Director holds the authority to expel a student from the IST rolls. Stage 3 consequences will be in

place for the following:

- The student persists in behaviors indicated in Stages 1 and 2
- Significant physical harm to another person
- The student has put him/herself or another member of the school community in danger
- Vandalism
- Theft
- Lewd or lascivious behavior/language directed at another person

STAGES OF DISCIPLINARY ACTION: SECONDARY

The school approaches matters of student discipline from a “common sense” point of view. The Director, Principal, Counselors, Teachers and staff act in loco parentis for the students in their care. The consequences for students of breaches of discipline will therefore be in line with those of a normally prudent parent. In order to ensure consistency of disciplinary action, the school has developed three standard Stages of





escalation for breaches of the code of conduct. Note that some behaviors are considered more egregious and consequences may begin at a higher Stage of consequences than others.

Stage 1. Common behavior infractions will be met with a standard escalation of responses/actions within the school. In most instances of minor violations of expected behavior, the first infraction will be dealt with by the classroom teacher who will administer oral warnings and remind students of the expectations of the code of conduct. Teachers may impose further sanctions upon students such as expecting resubmission of work or requiring a student to complete academic tasks during lunch or other normally scheduled “free times” within the school day. Teachers will also keep a consistent record of student infractions as needed for the purposes of record-keeping and further escalation of consequences. Common infractions are:

- Tardiness to homeroom or class
- Failure to complete homework
- Dress code infringement (see below)
- Use of obscenities or public rudeness
- Repeated breach of use of English language expectations
- Littering
- Violation of school bus rules
- Riding a bicycle without a helmet

Stage 2. In the event that students repeat behaviors listed in Stage 1, the teacher will contact parents, the Principal (or Deputy Principal) and Counselor in an effort to escalate the consequences guide student choices to better behavior. Stage 2 consequences

may include a letter written to parents and placed within the permanent file of the student, detention for a period of time to complete assigned work, remediation of previously submitted work, or a parent conference where further sanctions may be put into place with parent agreement. In some instances, such as graffiti, monetary restitution may be required. Behaviors that in Stage 2 include:

- Continuation of the behaviors listed in Stage 1 with little or no improvement
- Graffiti (restitution required)
- Misuse of technology (see below)
- Breach of academic integrity, (plagiarism, collusion or duplication)
- Unsupervised presence on school grounds before or after hours
- Verbal assault/aggression directed against a peer
- Truancy
- Vandalism (minor acts, restitution required)

Stage 3. In the event of repeated violations of the code of conduct as listed above, or in the case of more egregious acts stage 3 sanctions will apply. Stage 3 sanctions will always include a parent meeting and suspension from school by the Principal (or Deputy Principal). Stage 3 infractions may also include, mandated counseling at parent expense by a third-party, mandated testing at parent expense to determine if there are physiological dimensions to student behavior, recommendation for expulsion. In all cases, infractions at this Stage

will be recorded as part of the student's permanent file while at IST. Stage 3 behaviors include:

- Continuation of the behaviors listed in Stages 1 and 2 with little or no improvement
- Possession of tobacco, alcohol or other substances (with the exception of those determined felonious by Chinese law)
- Lewd or lascivious behavior/language directed at another person
- Vandalism (severe acts, restitution required)
- Verbal assault/aggression directed against any member of the IST community
- Fighting or other forms of physical aggression
- Larceny (restitution required)

FINES AND CHARGES

The director may impose fines and charges on a student for the loss of, or damage to, school property caused by the student's carelessness, negligence or wilful act of destruction. Fines and charges may be imposed only for loss of, or damage to, material property or goods, and may not be imposed as a disciplinary measure.

The cost of the fines or charges shall be limited to the cost of repair and/or replacement, plus reasonable labor and administration costs. In the case of imported goods, including library books, the price may include reasonable costs related to the shipping of those goods, plus any customs duties.

STUDENT USE OF TECHNOLOGY

RESPONSIBLE USE OF TECHNOLOGY

We use information and technology in safe, legal and responsible ways. All students are liable for the conditions of the Responsible Use Contract as shown on the last page of this book.

ELEMENTARY

Elementary Students are discouraged from bringing personal electronic devices to school, unless they are part of a school project or assignment. Examples of this might be the use of a phone/ camera on a field trip or a laptop during the Grade 5 Exhibition process. Students with prior permission may access personal technology during class time. If students bring phones or small devices that are used during travel times, these should be kept in their lockers or handed in to the teacher during the school day. Students are not permitted to ring their parents in the school day without the teachers' consent. Students must accept responsibility for their own belongings and the school cannot be held responsible for their loss or damage.

The elementary school is a school provided 1:1 iPad program from K-5. IST strives to use the devices in authentic, meaningful, and appropriate ways. Inappropriate use may result in the loss of privilege for the student. Students in Grades 3-5 are expected to sign our RUP digitally every year while K-2 students sign a classroom agreement.

In the elementary school, we embrace the following conditions or facets of being a digital citizen.

- Respect Myself. I will select online names that are appropriate. I will consider the information and images that I post online.



- Protect Myself. I will not publish my name, address, phone number, school name or photos of myself.
- Respect Others. I will not use technologies to bully or tease other people. I will not take, share or alter images of others. I understand that school computers are shared computers. Therefore, I will not modify or adjust the configurations of a school computer.
- Protect Others. I will protect others by reporting misuse of technology. I will not forward inappropriate materials or communications.
- Respect Intellectual Property. I will cite any and all use of websites, books, media, etc. for my school work.
- Protect Intellectual Property. I will legally use the software and media that others produce.

SECONDARY

Secondary students are required to bring their own computers on campus as part of our 'Bring Your Own Device (BYOD)' policy. The table below shows what IST recommends for student's laptops.

Platform	Mac	Windows
Operating System	OSX 10.13 or above	Windows 10 Pro
Screen Size	11 inches or more	
Processor	Intel i5 or above	
	AMD Ryzen 5 or above	
RAM	8 GB or higher	
Hard Drive	128 GB or higher	
Wireless	802.11n or 802.11ac	
Battery	6 hours or above	
Antivirus	MacKeeper or Norton	McAfee or Norton

Mobile phone use is not permitted during school hours (7:45 – 3:15), including passing time, unless for a specific educational purpose given by a teacher or administrator. Mobile phones should be in a school bag and on silent mode (no vibration). If a mobile phone is seen or heard during restricted times, it may be confiscated until the end of the day. Please note that IST does not hold responsibility or liability for confiscated property. Multiple infractions will be dealt with on an individual basis by the Secondary Principal.

Gaming on any device is strictly prohibited.

In the secondary school we use information and technology in safe, legal (In this case, LEGAL is in accordance with laws in China—and may be different from what is legally allowable or permissible in other countries) and responsible ways. We embrace the following conditions or facets of being a digital citizen.

- Respect Myself. I will show respect for myself through my actions. I will select online names that are appropriate, I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.
- Protect Myself. I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will

report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.

- **Respect Others.** I will show respect to others. I will not use electronic media to spam, flame, bully, harass or stalk other people. I will not produce, broadcast or manipulate images of others. I will show respect for other people in my choice of websites, I will not visit sites that are degrading, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private spaces or areas in school or at home. I understand that school computers are shared computers. Therefore, I will not modify or adjust the configurations of a school computer. This includes the installation of any unapproved program or program module.
- **Protect Others.** I will protect others by reporting abuse, not forwarding inappropriate materials or communications; and not visiting sites that are degrading, pornographic, racist or inappropriate.
- **Respect Intellectual Property.** I will request permission to use resources. I will suitably cite any and all use of websites, books, media, etc. I will validate information. I will use and abide by the fair use rules. I will refrain from using an Artificial Intelligence platform without specific guidance from my teachers.
- **Protect Intellectual Property.** I will request to use the software and media others produce. I will use free and open-source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses. I will act with integrity.

MISUSE OF TECHNOLOGY

This includes, but is not limited to, illicit internet sites, downloading or sending inappropriate material, inappropriate use of email either to forward bulk emails or to convey inappropriate or offensive written or pictorial material. Deliberate interference with IST computer equipment including introducing viruses, hacking, or possession of hard drives that make this possible, will be considered destructive vandalism.

CONSEQUENCES FOR VIOLATION(S)

I understand and will follow the above Responsible Use Guidelines. If I break this agreement, the consequences could include suspension of computer privileges and/or disciplinary action. I also understand that my school network and e-mail accounts are owned by IST and are not private. IST has the right to access my information at any time.

Students are expected to read and understand these policies and are required to sign a digital form acknowledging their understanding every year.

SHARING POLICY FOR STUDENTS AND PARENTS

The spirit of technology education is one of sharing. We create blogs, podcasts, videos, wikis, and other social media, but we do not create them for one person. We create them to share with the class, the school, and the school community and, perhaps, the world, because we understand that a global audience drives achievement. We might share our work on our website, blogs and wikis. These are teacher moderated sites, where students can collaborate online with teacher supervision. Student full names and personal information are always kept confidential and are not shared online.





INTERNATIONAL SCHOOL OF TIANJIN

No.22 Weishan South Road, Shuanggang, Jinnan District,
Tianjin 300350, P.R. China

Tel: +86 (22) 2859 2001/2/3

Website: www.istianjin.org Email: info@istianjin.org.cn

