

Table of Contents Page

1.	School Vision, Mission, Philosophy and Objectives	2
2.	ZIS Organization Chart	3
3.	Professional Conduct	4
4.	Professional Teaching Standards	6
5.	Guidance on Teacher Conduct Toward Students	9
6.	Teaching and Learning Methods	10
7.	Annual and Lesson Planning	11
8.	Assessment and Evaluation Policies and Practices	11
9.	Grading Scale for Progress Report	13
10.	Homework	13
11.	Classroom Management	15
12.	Homeroom Teacher Responsibilities	17
13.	Behaviour and Classroom Management Tips	18
14.	Communication between Members of the School Community	21
15.	Complaint Handling	22
16.	Uniform and Dress Code	23
17.	Staff and Teachers Discipline Policy	24
18.	Student Behaviour	25
19.	Grooming Policy (Students)	26
20.	Parent-Teacher Meetings	26
21.	Professional Development	27
	a. Teacher Appraisal	
	b. Teacher Log	
22.	Salary Payment, Working Hours, Leaves	30
23.	Staff Absences	31
24.	Staff Duty Description	32
25.	School Guidance Service	33
26.	Discipline Policy	35
27.	School Calendar	46

School mission

To inspire students with a challenging, local and international education in pursuit of academic excellence and social success

School vision

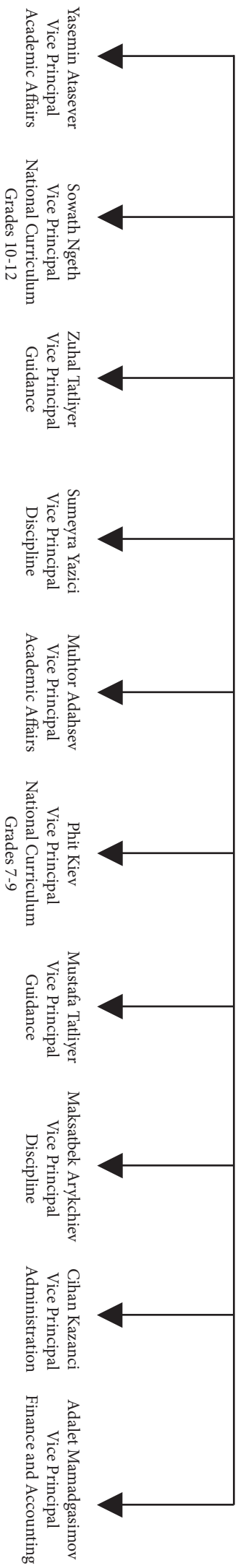
To bring up individuals who will thrive and contribute to this world having a solid sense of who they are, respect for others as individuals, as members of a group, as citizens of their nation, and as members of the global community

THE SCHOOL PHILOSOPHY AND OBJECTIVES

- We consider our valuable students to be assets in our school.
- We are committed to a student-centred curriculum that addresses the needs of international students.
- Our curriculum strives to incorporate the experiences, culture and perspectives of our students; specifically, an appreciation of Cambodia's culture and its contribution to the heritage of the civilized world.
- We consider the all-round development of the individual and encourage curiosity, reflection, and questioning.
- We foster an understanding of human values, confidence, and responsibility to society.
- Students, staff and parents regard one another with respect, acceptance and friendship.
- We aim for academic quality, with the understanding that all children have different abilities, skills and interests, which if developed and nurtured, will enable them to become mature, self-sufficient and productive members of the community:
 - o A lifelong love of learning in order to support the development of a student's full social and academic potential;
 - o Respect for people from a variety of cultural and racial backgrounds and of various religious and political orientations;
 - o A lasting commitment to international co-operation and an understanding of the interdependence of individuals, groups and nations;
 - o Skill and pride in developing communicative competence in languages other than the mother tongue;
 - o The determination to achieve the highest possible standards in all that they do.

ZIS Organization Chart

**Mr. Mustafa Guler
Principal**



Curriculum overview

Our schedule

Classes are held Monday through Friday, 7:35 am – 3:30pm from September to June.

Our curriculum

Our students complete a bilingual programme:

- International qualifications through Cambridge Checkpoint, Cambridge IGCSE and Cambridge A Level;
- Cambodian National Curriculum and will sit Government Exams during grades 9 and 12.

Cambridge International AS and A Level are accepted worldwide as a reliable record of attainment. 'Cambridge qualifications open doors for Cambridge learners and are a passport to success. They are recognized by leading universities and employers around the world as evidence of academic ability.' Students who pass the Cambodian exams will have the same rights as the leavers from local schools. We study 45 sessions per week. At high school campus, we welcome all students from grades 7 to 12.

Cambridge International School

Zaman International School is a Cambridge International School and an authorized examinations centre to run Cambridge examinations such as Cambridge Checkpoint, Cambridge IGCSE and Cambridge International AS and A Level.

Professional Conduct

Purpose: Teachers are role models, hence they set an example for students in the way they behave, dress, speak and carry themselves.

1. ZIS expects all staff members, including teachers, counselors, managers and the others, to maintain the highest professional, moral and ethical standards in their conduct with students, parents and colleagues.
2. The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in an educational setting, and consistent with the educational mission of the school.
3. Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their supervisors whenever they are unsure whether particular conduct may constitute a violation of this policy.
4. It is important for those staff members who are involved with students to understand the difference between friendly and over-friendly behaviours that cross the line between appropriate and inappropriate conduct with students. Friendly, appropriate behaviours are those that create a safe environment for students to grow and learn, to seek help in solving problems and to develop socially through activities. Overly-friendly behaviours can, at times, cross the boundary separating student needs from adult needs and can create a personal relationship that becomes peer-to-peer

becomes peer-to-peer rather than adult-to-child. Such behaviours are often perceived by students as something much more than what staff members intend their behaviour to convey.

5. Staff members and volunteers who work in extracurricular activities or have frequent one-to-one contact with students can be at risk in situations that lead to questions about boundaries. Even if you are not at risk yourself, you have a role in assuring that adult-student boundaries are observed in the school. It is important to create a school climate in which boundaries and behaviour can be discussed in ways that lead to resolution of issues and problems among students and staff, before they lead to reportable incidents. The examples shown may help you to determine when some appropriate behaviours begin to cross the line to inappropriate. Ultimately, your professional judgment must be your guide.
6. Behaviours that may be perceived as inappropriate:
 - a. Invading personal space/too close.
 - b. Smoking or drinking near the school premises where there is a possibility of being seen by the students or parents.
 - c. Evening or overnight social activities with the student.
 - d. Maintaining intense eye contact causing student to become uncomfortable.
 - e. Compliments more personal or physical in nature, e.g. 'You have great legs,' 'you should wear that sweater more often.'
 - f. Condoning inappropriate topics for discussion.
 - g. Condoning verbal comments with sexual overtones.
 - h. Students assigned to assist teachers and given duties that meet personal needs of teachers.
 - i. Conversations with students which become personal in nature and confidential.
 - j. Staff members sharing personal or confidential information with students.
 - k. Pattern of spending time alone with a student in conferences beyond educational expectations.
 - l. Student-teacher relationships maintained outside of school events, taking students to lunch, gift giving, outside social activities, movies, consistent rides home or receiving written personal notes.

No Tolerance Policy: *ZIS staff members are prohibited from romantic/sexual relationships between students and teachers, regardless of age. Violation of this policy shall result in immediate loss of employment with ZIS.*

Professional Teaching Standards

Purpose: To define the teaching standards at ZIS to be followed throughout the school in order to ensure a high level of professionalism among the teaching staff.

Standard 1: The teacher designs and plans instruction that develops students' abilities to meet ZIS academic standards and assessment guidelines.

A ZIS teacher:

- Focuses instruction on ZIS academic standards and benchmarks.
- Aligns curriculum with the student assessments.
- Addresses any physical, mental, social, cultural, and community differences among learners.
- Addresses prior knowledge of individual and group performance.
- Indicates short and long term curriculum goals.
- Includes appropriate use of a variety of methods, materials, and resources.
- Includes learning experiences that are developmentally appropriate for learners.
- Includes learning experiences that address a variety of cognitive levels.
- Includes learning experiences that are appropriate for curriculum goals.
- Includes learning experiences that are based upon principles of effective instruction.
- Includes learning experiences that accurately represent content.
- Incorporates appropriate assessment of student progress.

Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet ZIS academic standards.

A ZIS teacher:

- Establishes and maintains standards of mutual respect.
- Displays effective classroom management.
- Encourages the student to demonstrate self-discipline and responsibility to self and others.
- Respects the individual differences among learners.
- Facilitates people working productively and cooperatively with each other.
- Provides a motivating learning environment.
- Promotes appropriate classroom participation.
- Listens thoughtfully and responds.
- Organizes materials, equipment, and other resources appropriately.
- Applies to daily practice the ethics of the profession.

Standard 3: The teacher implements and manages instruction that develops students' abilities to meet ZIS academic standards.

A ZIS teacher:

- Appropriately implements teacher-designed lesson plans.
- Communicates to student's specific standards and high expectations for learning.
- Links learning with students' prior knowledge, experiences, and backgrounds.
- Models the skills, concepts, attributes, or thinking processes to be learned.
- Demonstrates effective written and oral communication.
- Uses appropriate language to communicate with learners clearly and accurately.
- Uses strategies that are appropriate to students' developmental levels.
- Incorporates strategies which address the diverse needs of learners, and demonstrates multi cultural sensitivity.
- Encourages critical thinking.
- Connects lesson content to real life situations when appropriate.
- Uses technology and a variety of instructional resources appropriately.
- Uses a variety of effective teaching strategies to engage students actively in learning.
- Maximizes the amount of class time students are engaged in learning which results in a high level of success for students.
- Provides opportunities for students to use and practice what is learned.
- Adjusts instruction based on feedback from students.

Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet ZIS academic standards.

A ZIS teacher:

- Promotes student self-assessment.
- Uses a variety of appropriate formal and informal assessments aligned with instruction.
- Maintains records of student work and performance and uses them to guide instructional decisions.
- Offers students and parent's appropriate feedback on progress toward learning expectations.
- Maintains privacy of student records and performance.

Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet ZIS academic standards and transition from school to work or post-secondary education.

A ZIS teacher:

- Works with parents to enhance student learning at home and school.
- Collaborates with other professionals and agencies to improve the overall learning environment for students.
- Accesses community resources and services to foster student learning.
- Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals.
- Collaborates with colleagues to achieve school goals.

Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan

A ZIS teacher:

- Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning.
- Designs and continually adapts a professional development plan for improving instruction and student learning.
- Engages in activities that implement the professional development plan
- Uses employer's documentation of his or her performance to develop a professional development plan.
- Pursues professional activities to support development as a learner and a teacher.

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet ZIS academic standards.

A ZIS teacher has knowledge of:

- Skills and concepts related to the subject area.
- The subject area or areas he or she is teaching.
- Major facts and assumptions of those central to the discipline.
- Debates and the processes of inquiry central to the discipline.
- Integration of disciplinary knowledge with other subject areas.
- Connections between knowledge of the subject area and real life situations at the level of the students being taught.

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning.

A ZIS teacher has knowledge of:

- A variety of methods for teaching reading and the subject area or areas in which the teacher is teaching at the secondary level.
- Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas.
- Principles and techniques associated with various instructional strategies.
- Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals.
- Methods for recognizing and accommodating exceptional children.
- Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning.
- Principles of human motivation and behaviour and their implications for managing the classroom and organizing individual and group work.
- Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.
- The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development.
- Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring.
- Services and resources to meet the needs of exceptional children and how to access the services and resources.
- Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system.
- Laws and ethics related to student, parent, and teacher rights and responsibilities.

Guidance on teacher conduct towards students:

- The conduct of members of staff towards students shall be professional at all times and appropriate to the age and gender of the student. Demeanour and language need careful thought, especially when working with adolescents. It is particularly important to bear this in mind when dealing with students outside the normal school context (visits, field trips, and holidays).
- On occasions where confidential conferences take place, members of staff should use a room with visual access, an open door and in an area frequented by other people.
- A colleague should be informed that the interview is taking place and where.

- Physical contact should always be justifiable and limited to what is appropriate (restraining a student from hurting him/herself or others, giving instruction, first aid) and within sight of others.
- Physically comforting a distressed student should only be done by standing at his/her side. Placing an arm around his/her shoulder is not allowed. Members of staff should not behave in any way that causes obvious discomfort to the student.
- If a member of staff suspects that a student is becoming inappropriately attached to him/herself or to a colleague or that his/her actions may have been misconstrued, he/she should share these concerns with the head of school.

Teaching and Learning Methods

Purpose: This policy is a statement of aims, principles and strategies for quality learning and teaching at ZIS. Quality learning and teaching is the purpose of our school. It provides the foundation for our curriculum and creates the context in which all other policy statements should be read for the benefit of all stakeholders within our school community. As an inclusive, self-evaluating and reflective school committed to development and improvement, we strive to constantly review and improve our educational approach to each and every student, regardless of gender, race or ability.

The purpose of this policy is also to recognise the elements of quality learning and teaching and disseminate them across our whole school community. It will provide the basis for objective professional discussion, objective criteria for professional development and complement our school ethos – to promote academic and moral excellence throughout the school community.

Current educational research stresses the importance of learners and teachers being aware of the nature of learning. Teachers are encouraged to be involved in ‘reflective practice’—researching teaching and learning in their own classrooms and school. Greater involvement in the process of learning, whether learning a subject or the craft of teaching, promotes understanding and better practice.

Teachers are required to lay the foundations for a lifelong learning by providing active, challenging and enjoyable learning experiences for learners who will be involved in and aware of the process of learning and become increasingly independently responsible for their learning.

Teaching and learning at ZIS is student-centred. Teachers are encouraged to consult teaching resources and manuals, choose appropriate activities and projects and create materials which are not available in the market for classroom use. A variety of teaching methods are used including whole class, individual and small group teaching. The work of students is continuously monitored through formative and summative assessments. Teaching and learning should be non-threatening and hands-on.

Teachers should have regard for the school's teaching and learning objectives when preparing, delivering, and evaluating their practice. Learning should be measurable through effective assessment and evaluation methodologies.

Annual and Lesson Planning

- All ZIS teachers are expected to thoroughly plan the subjects, and lessons they deliver to their students.
- Thorough and complete annual and lesson planning is absolutely necessary for efficient, effective learning to take place in the classroom.
- For each subject or course taught, ZIS teachers are expected to produce annual outlines of learning objectives.
 - o Annual plans must be submitted to the respective Head of Department (HoD), or where relevant, Vice Principal, Academic Affairs within the first week of instruction.
- Class lessons are to be planned according to the preference of teachers based on their annual plan objectives. A teacher could modify the weekly lesson plan to suit the learning needs of the class. The teacher should indicate in his/her reflection section in the following week's submission to the HoD about the change that had been affected and the desired outcome of it.
 - o Weekly lesson plans are to be submitted to the respective HoD, where relevant Vice Principal, Academic Affairs in the beginning of each teaching week.
 - o Teachers will be held accountable for showing to their respective HoDs (VP) that they have a clear method to plan and deliver their lessons on a day-by-day basis.
- After teaching, it is expected that teachers will revise and reflect on their lesson plans before submitting a reflection/evaluation copy to their respective HoD, where relevant Vice Principal, Academic Affairs.

Assessment and Evaluation Policies and Practices

General ZIS Assessment Understandings

- Effective assessment is a core component of student learning and achievement at ZIS.
- Effective assessment is aligned with curriculum standards and benchmarks, learning objectives, content, instruction, and the school wide ESLRs.
- Effective assessment encompasses all learning activities from which teachers gain information to improve student achievement.
- Effective assessment is a balanced combination of formative and summative assessment.
- Formative assessment at ZIS is understood to be synonymous with diagnostic assessment.
- Summative assessment at ZIS is understood to be synonymous with evaluative assessment.

ZIS Assessment Practices

- ZIS teachers are expected to use both formative and summative assessment to improve student learning.
- ZIS teachers diagnose students' learning needs at the beginning of each school year using initial assessment tools and activities. Subject teachers must cooperate to create and deliver these assessments. The data derived from these assessments are then used to inform teachers' curriculum and instruction planning activities. All teachers are expected to use diagnostic assessment tools at the beginning of the year to establish students' background knowledge and baseline skills.
- ZIS teachers are expected to use assessment data at the beginning of the school year to plan and implement early intervention strategies for weak or low performing students.
- For each course in grades 7-12, each department must determine the criteria by which they will calculate their semester grades. Such criteria should evaluate both learning processes and products. These criteria and their weights must be provided to the principals by the respective HoD, where relevant Vice Principal, Academic Affairs no later than the end of the first week of school.
- These evaluation criteria would then be maintained and updated by the ZIS teacher. The grades/scores obtained from this evaluation grid would be transferred into the database for the respective term exam reporting
- Use of "behaviour" as a criterion for summative assessment at ZIS is prohibited.
- Use of "participation" and "effort" as criteria for summative assessment at ZIS is allowed provided teachers use clear, objective measurement tools for determining and recording participation and effort-based marks or grades. Such tools generally take the form of regularly updated rubrics or checklists. Participation or effort grades given to students without the use of appropriate measurement tools or record keeping will be disallowed or invalidated for summative grading purposes.
- While paper-and-pencil tests and quizzes are regarded as integral to any effective program of assessment, ZIS teachers are encouraged to use throughout the year a variety of formative and summative assessments that go beyond just tests and quizzes. Examples of such alternative assessments include portfolios, rubric-based assessments, peer assessments, and performance-based (authentic) assessments.
- Where and when possible, ZIS teachers are provided professional development to enhance their skills and knowledge in utilizing different forms of assessment.
- As ZIS is a student-centred school, student self-assessment and reflection is considered a core component of any program of study. Teachers are encouraged to employ strategies that help students deeply reflect on and assess their own academic performance and adjust their learning experiences according to their own goals, needs, and interests. ZIS teachers are expected to seek and employ strategies for student self-assessment, as well as maintain in their student work portfolios examples of how students in their courses self-reflect and assess.

Grading Scale for Progress Report

GRADE	% Range	GPA point
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-62	0.7
F	0-50	0

Homework

Purpose : To define school policy related to homework given to students.

Purposes of Homework

To raise standards of achievement by:

- Encouraging students to develop the practice of independent study.
- Developing perseverance and self-discipline in work habits including working to deadlines.
- Allowing practice, where needed, of skills learnt in the classroom.
- Permitting more rapid individual progress to be made, where appropriate.
- Enabling class work to concentrate on those activities requiring the teacher's presence.
 - Opening up areas of study and making possible the use of materials and sources of information which are not accessible in the classroom.
 - Encouraging parents/guardian (and other adults) to be involved in students' work.
 - Encouraging students to prepare for future lessons.
 - Allowing the teacher to check that work has been understood.
 - Encouraging students to extend their own areas of interest.

Guidelines

- The homework task must be appropriate to the needs, age and ability of the students – it should allow consolidation of known skills or work.
- Students are expected to complete homework and hand it in as requested.
- Clear instructions must be given to students on the homework task and time must be allocated in the lesson for recording the instructions.
- The amount of time spent on homework will inevitably vary from student to student. The time allocations given below are ‘average’ times and teachers must, as far as possible, take into account individual student needs and abilities.

The amount of time that children spend doing homework will vary somewhat from day to day and with the ability and diligence of the individual student. Teachers do not ordinarily give homework assignments on holidays. We expect children to spend quality time with their family members, which is an important part of their learning. If time permits, students are strongly encouraged to read every evening.

The following indicates the minimum and maximum time children should be expected to spend completing homework. It assumes that the child does all the homework when assigned and does not allow it to accumulate. The times given refer to time spent on task. Students who are easily distracted may require more time. At the beginning of the school year you should expect the duration to be closer to the minimum, increasing to the maximum as the year progresses and the students become more proficient.

Recommended Homework Time (excluding daily reading time)

Grade 7-8

10 -12 hours per week

Grade 9-10

12 – 15 hours per week

Grade 11 – 12

14 – 17 hours per week

Procedures

The primary responsibility for monitoring homework lies with the teacher who sets the homework. Subject teachers will, on occasions, check individual pieces of work. We also encourage parents to play an important role in ensuring that students have good conditions in which to do homework, as well as providing general support.

Parents/guardians are asked to check homework regularly.

Classroom Management

Purpose: Educational researchers all seem to agree that in today's diverse classrooms, teachers and administrators must take time to understand the differences among cultures, listen to students to gain an understanding of some of the root causes of perceived misbehaviour, and ensure fairness and dignity among all students.

1. Effective classroom management, including knowledge and application of the discipline policy, is an important part of the teaching/learning experience. Teachers have an obligation to make their own classroom management/discipline plan, within the framework of ZIS's discipline policy, and to use it. Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing a lot of disruptions, it can be very hard to start better classroom management and discipline techniques. However, it is never tough to get easier as the year goes on.
2. We encourage cooperative-collaborative learning strategies in the classroom and don't expect teachers to use strategies that are teacher centred/lecture-based. While teaching is a time to experiment and try various approaches to managing a class, changes should be considered only if they can be implemented without disrupting the classroom.
3. Teachers have the responsibility for maintaining a classroom environment conducive to student learning. As teachers well know, every class is different and ZIS hopes that teachers will take whatever approach is most effective in their classroom, given the conditions that prevail there.
4. Teachers should foster safe, healthy, and attractive conditions in the classroom at all times. The classrooms should have ample charts, posters, student work and other visual aids that not only enhance learning but also make the classroom attractive. Classroom displays that are not related to student learning, or which are not conducive to creating a learning atmosphere (like covering the walls with football posters), are not allowed. Teachers must also prevent behaviour that is destructive to school property or detracts from the appearance of the classroom, such as writing on desks.
5. Teachers should plan in such a way that there is no 'free time' left for students to chit-chat. By allowing students time just to talk each day or allowing them to go out and play or by dismissing the class early, you are setting a precedent about how you view academics and your subject. Have a few 'mini lessons' ready for such times when you have 5-10 minutes left in the class.
6. Documents like classroom rules, contracts with students, the discipline policy, school mission, vision, and the school objectives should be displayed for everyone to see.

7. Ensure that if there is a need of students to move out of the classroom to other parts of the school like labs, the library, sports facilities, or the cafeteria, they do so in a proper line and in silence. Also, teachers should lead the students to ensure order.
8. Teachers are expected to use students to do routine tasks in the classroom like operating the ACs, lights, cleaning the whiteboard, arranging books, or general tidying up. Rotate the duties among all the students. It will not only teach the students to be responsible but also ensure that the classroom is functional.
9. Maintaining discipline and proper decorum in the classroom is the first and foremost requirement in a class. When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.
10. One of the worst things you can do as a teacher is not enforcing your rules consistently. If one day you ignore misbehaviours and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to be consistent in your behaviour. Moodiness is not allowed. Once you lose your students' respect, you also lose their attention and their desire to please you.
11. Records for all behaviour referrals should be filed with the academic secretary. This includes notices of student misconduct, letters or notes to parents, or copies of notes written in communication books.
12. In addition, for record purposes, teachers are also encouraged to use the database to update both positive and negative behaviours of students in the database.

Homeroom Teacher Responsibilities

Purpose: Homeroom teachers are key members of the school community, acting as links between the school, students and the parents. They are in charge of all the students of their homeroom classes and are responsible for the well-being of the students and the orderliness of their rooms.

For students, they are a role models, parents, teachers, and friends all combined into one. Students turn to their homeroom teachers in times of need. They need psychological support and guidance at all times.

Details:

- Guidance Hour (one class a week) exists for the dissemination of school information, class meeting time, discussion of homeroom issues, making announcements.
- Some of the major responsibilities of a homeroom teacher at ZIS is as follows:
 - o Students are to be given clear directions on what rules and procedures they are expected to follow. Involve the students in making classroom rules and give them responsibilities to implement them. Stress expectations, not dos and don'ts – keep them simple and centred around respect for others and protecting the instructional and learning environment. Consequences should be in line with school policy as outlined in this handbook.
 - o Know the school's policies. The discipline policy and school rules and regulations should be reviewed thoroughly and explained to the students in detail.
 - o Have your room prepared. Instructional supplies, student lists, bulletin boards, curriculum related materials, fire evacuation signs, seating plans, etc. . . . should be ready to go on the first day students return for the new school year.
 - o See that students are assembled and dismissed on schedule.
 - o Keep an accurate and up-to-date account of all records, reports, and other school documents. It may be advisable to maintain a back-up of grades.
 - o Prepare seating charts. Initially alphabetical order will facilitate learning names more quickly. You can adjust once the character of the class has been determined.
 - o Keep your assigned rooms and all the school resources (desks, chairs, etc. . . .) in good condition. The classroom should be well-maintained, orderly and should be conducive to child-centred learning. Report any damage or unusual circumstances to a supervisor. Check your room and its resources at the close of each day.
 - o The homeroom teacher is responsible for communicating with parents regarding a number of things, including: school activities and events, school policies and procedures, student progress and achievement, problems with student behaviour, student success and commendations.
 - o Insist upon good classroom manners at all times. Students with poor manners should be counselled by you.
 - o Always talk to students in a friendly manner. Don't shout or show anger. If you expect your students to use proper language all the time, you need to do the same! Do not let emotions overrun good judgment. Teachers must be professional!

- o Neatness, orderliness, and punctuality on the part of the teacher will promote similar behaviour on the part of the student.
- o Establish productive routines. Routines can reduce the stress level of teachers and students alike and highlight instructional procedures. Be sure to utilize focus activities and establish procedures for dealing with tardy students, make-up work, absent students, etc. . . .
- o Become familiar with school facilities and resources.
- o Classroom parties are unacceptable if without permission. All classroom activities involving food must be pre-approved by principal and take place in the canteen.
- o Know the school's personnel and their responsibilities. Refer to administrative and support staff job responsibilities sheet.
- o Prepare ice-breaker activities. Utilize low-risk activities that encourage participation and those that promote your class. These activities can be used during homeroom time when you have nothing else planned for that day.
- Each teacher is responsible for the furniture and equipment in his/her classroom. Student habits that are destructive to school property, such as marking on or leaning back in desks or chairs, must not be allowed.
- Homeroom teachers can aid in keeping ZIS in good working condition if they:
 - o Encourage students to keep paper and trash picked up from the floor and out of desks during the day. It is your responsibility to see that it is done at the end of the day.
 - o Report all needed repairs to furniture or equipment to the service in the Repair and Service Request Book.

Behaviour and Classroom Management Tips

Uninformed teachers often view discipline as being an iron-handed approach in which they control, demean, or berate students into compliance. However, negative disciplinary consequences are continually being removed from teacher's 'bag of tricks' by schools, at least by good, progressive schools. More importantly, research shows that while a punitive, coercive approach toward behaviour management may gain superficial compliance, students feel alienated from those teachers (and school in general), lose motivation to achieve, and resist changing the undesirable behaviour.

Behaviour is more likely to change for the better when kids are guided and directed to show appropriate behaviour, and then positively recognized (e.g., praise, thanks, rewards) for having done so. This approach also promotes a more cooperative and productive atmosphere in the classroom and builds a positive emotional bond between teachers and students. The days when people respected a stern teacher who kept students "under the thumb" are gone. The educator who yells or demeans needs to learn more about effective positive techniques that make kids feel good about school, teachers, and themselves.

Have a comprehensive Behaviour Management Plan which includes:

- Positively stated rules that tell students what they ought to be doing.
- Rules which are in addition to, but not opposed to existing school rules.
- A listing of consequences (series of 6 consequences, for example), the first being a ‘reminder’ to engage in the appropriate behaviour (tell students what they **SHOULD** be doing, **NOT** what they are doing wrong). The last consequence will result in removal from the classroom to the principal’s room.
- Ways to recognize and thank students for having displayed appropriate behaviour
- Ensure that rules should apply equally to all students.
- Implement your plan
 - o On the very first day, decide to ‘take charge’. Post the rules.
 - o Review what you will say to your students. Look and feel confident.
 - o Greet them confidently and comment on something positive about them. This action makes it clear that they are entering territory in which **YOU** are the leader.
 - o Talk about future expectations with your students. Present your behaviour management system. Implement it immediately.
- Do something about every misbehaviour. Stop threatening, nagging and giving another chance. React to each misbehaviour calmly. Go through your series of consequences. Be consistent. Do not abandon your program.
- Look around for students who are doing what you require. **REMEMBER TO CATCH THEM BEING GOOD!**
- Expect 1-3 days of complaints, defiance, and subterfuge until your students realize that you are going to stand firm in support of the new programme. The final results will make these difficult days’ worth the effort. ‘Loosen up’ as kids fall into line and abide by the new system.

A few tips for better behaviour management:

- Don’t allow yourself to be intimidated by certain students.
- Don’t let crying or pleas for leniency keep you from administering consequences (unless you have made a mistake in judgment).
- See the humour in situations and enjoy some of the things students do. Don’t penalize ‘nutty’ behaviour that will go away in a second.
- Use humour or distraction to redirect mild misbehaviour.
- Avoid ‘empty comments’ (e.g., ‘your book bag is in the aisle.’; ‘You’re talking.’) unless you are purposefully trying to give hints to behave.
- When students are misbehaving, give them clear, firm directions to do something (e.g., ‘Open your book to page 67.’; ‘Please go to your seat now.’) or ask ‘What should you be doing right now?’ (If they don’t know, give hints or politely tell them.)
- If your direction is not followed, administer the first consequence from your list. Continue through the list until you gain compliance. Encourage that compliance all along the way rather than using the next consequence to threaten students.
- **CONSISTENTLY** enforce rules by moving through the hierarchy of consequences.

- Be in control of your emotions when disciplining.
- **NEVER** (ever) yell at students (except situations in which someone is in danger).
- Use respectful terminology when disciplining your students.
- Use a calm, firm, respectful tone of voice when administering consequences.
- **NEVER** ‘nag’ or lecture students who have misbehaved (Because they stop listening after the 4th word).
- **NEVER** plead with students to behave. They obey direction or receive a penalty from the list of consequences. Compliance to your direction is met by a polite ‘Thank you.’
- If you decide that it is best to purposefully ignore a student’s behaviour, praise other students for showing appropriate behaviour.
- Constantly watch for opportunities to **positively react** to students who are behaving.
- Be a good **role model** for the courteous and respectful behaviour you desire from your students.

A few tips for prevention instead of reaction:

- Pleasantly greet your students in the classroom to keep rowdy behaviour from entering your room. Students must first calm themselves before entering.
- Use a small warm-up activity before you begin your lesson.
- Ensure that your classroom is a structured place.
- Standardize routines for dismissal, assignment submission, pencil sharpening, bathroom use, asking questions, lining up, etc.
- Maintain a warm, helpful, and positive learning environment.

Managing behaviour by the way you teach:

- Be **organized** and **well-prepared** for each lesson.
- Your lessons should be well paced. Start promptly, keep things moving, and allow a few minutes before the buzzer for a quick review and/or clean up.
- Vary your methods. Remember that teaching involves more than giving out work sheets and photocopies.
- Make your lessons interesting in order to motivate the students (e.g., multi-media use, ‘hands-on’ activities, humour, movement, relating material to student interests, etc.).
- Relate the lesson to the students’ lives so that they see the relevance of learning it.
- Ask the question before you select a student to answer it. (Otherwise, other students will stop listening/thinking).

Outside of the classroom:

- Knowing that students behave better for teachers they like, get to know your pupils on somewhat personal basis and speak with them outside of class. Realize that kids don’t listen to the message unless they like the messenger!

- Seek new teaching ideas and positive ways to manage behaviour. Don't just go to the teacher's room to complain. Brainstorm with colleagues on better ways to handle concerns.
- Set goals for yourself in the area of respectful and effective behaviour management. Learn and use more positive ways to promote appropriate student behaviour.

Communication between Members of the School Community

Purpose: The free flow of communication between teachers, parents, students and the management is vital for efficient and effective school operations.

1. Communication with the management:

- The first point of contact should always be your immediate supervisor. He/she will be able to address most of your queries, concerns, suggestions, etc. Approaching the next level of manager is allowed only when you are not satisfied with the immediate supervisor's response.
- All supervisors report to a higher authority and keep them informed about the work of their subordinates. Hence no one should feel that their good work is not being reported to the 'top' management.
- All communication from the management to the teachers and vice versa should be in written form unless it pertains to trifling matters or is temporary in nature. Teachers should acknowledge the receipt of all memos and keep all the memos for future reference.

2. Communication between teachers and parents:

- Communication between teachers and parents is very important. Teachers should note the following guidelines for communicating with parents:
 - o Teachers who wish to meet personally with parents to discuss poor student performance or behaviour should first inform the homeroom teacher. Homeroom teachers will arrange meetings between subject teachers and parents and will be present during the meetings. He/she will decide whether the teacher can meet with the parent alone or if there is a need for a homeroom teacher/administrator to be present in the conference. Minutes of such meetings are to be written by the teacher and a copy should be given to the parent and the supervisor within a day.
 - o Parents are to be treated very politely and teachers should never argue with the parents.
 - o While talking or writing about a child's progress, teachers should always be POSITIVE. Negative words like hopeless, naughty, foolish, lazy, etc. . . . should always be avoided. Comparisons between students should be avoided in all circumstances, even if parents ask you to do so.
 - o Be careful of 'loaded' questions or statements from parents like "That teacher is very rude, unlike you," or "The school down the street has better facilities. What do you think?" While talking to a parent, any negative comment about any member or aspect of the school should be contested. At all times, defend your school in front of others.

- o When in doubt, don't answer the question and redirect parents to the proper authority.

3. Communication between parents and the school:

- The first point of contact of the parent regarding matters of discipline, teaching, or learning should be the homeroom teacher. Parents should approach administrators only when they are not satisfied with the teacher's response. Parents have the right to address higher levels of management in the event they feel their concerns are not being addressed appropriately.
- The managers, both the top-level and mid-level, should gently guide parents who approach them to follow the proper communication channels.

Complaint Handling

Purpose: To ensure quick, fair and satisfactory resolution of complains received from parents.

- If a member of staff receives a complaint from a parent or any other individual, they should find out what the nature of the complaint is and then the complaint should be referred to the student's homeroom teacher. We should aim to listen carefully to any concerns raised, avoid arguments, reassure the parent that the issue will be fully investigated and make it clear that a response will be given quickly.
- The homeroom teacher should aim to solve the complaint informally, if at all possible. Notes should be taken at all stages, particularly of any phone conversations. He/she should explain the approach to be adopted as subtly as possible and aim to avoid controversy. Unless the issues are very complex, we should attempt to respond to the parents immediately. If it is likely to take large amount of time, we should inform the parent concerned that we are dealing with it and response will be given in due course.
- If the issue is academic, the homeroom teacher should discuss it with the appropriate curriculum coordinator before committing themselves to a reply. It may be wise with some parents for another senior member of staff to be present at any conferences. The head of school should be informed if the issue is serious and, in difficult cases, it may prove more appropriate for the head of school to reply.
- If the complaint is one of a pastoral nature, the homeroom teacher should discuss the matter with the principal. It may be prudent with some parents for another senior member of staff to be present at any conferences. In serious cases the head of school may need to reply to the parent.
- All written correspondence, including e-mails, should be copied to the head of school.
- If the head of school receives a letter of complaint from a parent about a member of staff, he will normally write a response to the parent before informing the member of staff of the issue involved, unless advised not to do so by the school board.

- All serious allegations against staff must be reported to the head of school, or in his absence, the principal. If an allegation is made about the conduct of the head of school, the chairman of the school board should be informed.
- If a staff member is alleged to have behaved in a way that has harmed a student, or may have harmed a student, or has possibly committed a criminal offence against or related to a student or students, then this must be reported to the Principal the same day.
- It is the policy of the board to ensure that all staff at the school should be treated in a consistent, fair and sensitive manner. In all cases, pending investigation, there will be an assumption of innocence and appropriate support will be given to the member of staff accused, who will be made fully aware of the complaint and any response given to date and be given full opportunity to explain. The purpose of any further investigation will be to establish reliable evidence from other sources. Throughout the process, the head of school will be aware of the possibility of false allegations and student and/or parent collusion. If necessary, legal advice may be sought.
- If a parent is not satisfied with the response given and wishes to have the matter further investigated, she may approach the head of school directly for reconsideration.

Dress Code

All staff (teaching and non-teaching) are required to dress smartly and to set a very high standard of personal appearance whilst at school, so that an appropriate business like and professional working environment is maintained. We are judged by how we look and it is important that we convey the correct message to both students and parents.

- During parent teacher conferences or other special school events or activities, separate guidelines shall be given on the dress-code. In the absence of any guidelines on these days, the dress code is as per the following:

All Staff

- A dress code for staff is a matter of some sensitivity and relies on personal judgment.
- We need to appear professional and business-like at all times.
- We meet parents from a diverse range of backgrounds who should not be offended or uncomfortable in our presence.
- We are role models for the students.
- With the exception of earrings, any other body piercing and tattoos should not be visible.
- All staff must wear their identity badge at all times whilst at school.
 - o Not allowed
 - Tank tops, halter tops, or muscle shirts
 - Clothing with foul language or obscene images
 - Torn clothing
 - Sweat pants or sweat suits

- Short skirts, shorts
- Transparent clothing
- Tight, figure hugging attire
- Visible tattoos
- Jeans or cargo pants
- Flip flops, sandals, open-toe shoes or other casual footwear
- Disciplinary actions will be taken for staff violating the dress code.
 - o **Female Colleagues:**
 - Smart trousers, skirt, blouse or dress - no leggings, jeans or cords [Denim should not be worn].
 - Skirts should be neither too tight nor too short – knee length as a minimum (covering at least 2/3s of the calf).
 - Blouses should not be made of a see through material, should not be too tight and should not be low cut, nor have large slogans written across them. Sleeveless blouses or shirts are not acceptable. Smart T-shirts may be worn to school.
 - Shoulders and midriffs should be covered. Shirts should have a collar with buttons.
 - Clean formal shoes (No beach type flip flops, high heels or training shoes). Smart open shoes are acceptable.
 - PE staff should wear good quality sportswear during a normal teaching day. Business dress is required for parents' evenings and school events.
 - o **Male Colleagues:**
 - Clothing should be loose-fitting.
 - Smart formal shirt and tie. Dress shirts should be properly tucked in at all times.
 - Smart formal trousers or chinos (no jeans or cords). Denim should not be worn. Trousers should be clean and properly ironed.
 - Clean formal shoes (no sandals, flip flops or training shoes)

PE staff should wear good quality sportswear during a normal teaching day. Formal dress is required for parents' evenings and school events.

Staff and Teachers Discipline Policy

Purpose: We believe that in order to have well-disciplined students, teachers and other staff members should model appropriate behaviour among themselves.

Details:

When it is determined that a staff member or teacher has violated any of the policies outlined in this handbook, or any subsequent revisions or additions to these policies, the following procedure will be followed:

1. Verbal notice
2. Verbal reminder
3. First written warning
4. Second written warning
5. Third warning with notice of termination for one more occurrence of violation
6. Termination notice

The above discipline procedure is applied according to the following rules:

- The immediate supervisor will deliver the first verbal notice and the subsequent verbal reminder. The details of such warnings are noted in the employee record for future reference.
- The head of school will deliver the first and second written warnings. A copy of this warning will be kept in the employee record for future reference.
- The third written warning shall be given only with the recommendation of the School Management Committee. Before giving the third written warning, the school management committee may call the employee for a formal hearing to put forward his/her case.
- In case the School Management committee decides upon the termination of the employee, formal approval from the chairman of the board is required prior to giving the notice of termination.
- Each step of the discipline procedure shall be followed for additional violations of school policy committed during the school year.

Apart from the above, in certain cases the school has the right to terminate the contract of an employee with immediate effect. The cases in which immediate termination can be made are as follows:

- Sexual abuse
- Physical violence and abuse of students, teachers or co-workers
- Verbal abuse of students, teachers or co-workers
- Insubordination
- Misleading information/misinformation regarding a staff member's education and/or employment history
- Use of drugs in the campus or coming to the school under the influence of alcohol
- Working against the interest of the school or harming the reputation of the school by misinformation or gossip

Student Behaviour

Purpose: Good behaviour and discipline are necessary for effective teaching and learning to take place and to ensure that all members of our school community feel welcomed and valued. We are proud of our reputation as a caring and friendly school whose members support one another.

- We want our students to:
 - o know right from wrong
 - o have high regard for school personnel
 - o show respect for themselves and others
 - o acquire self-discipline
 - o appreciate the needs of others and of society
 - o develop a strong sense of personal responsibility for their own behaviour and actions care for their environment

It is the duty of the head of school, supported by the board, to determine standards of behaviour acceptable at the school. All staff members have responsibility for maintaining discipline and ensuring that school policy and rules are observed.

Partnership with parents

It is important that both parents and students are prepared to accept the policy and rules of the school as it pertains to behaviour and discipline. These processes are explained in the induction program and parents are required to sign an agreement. Parents are contacted quickly by the administrator if a student's behaviour is unacceptable or causing concern.

Grooming Policy (Students)

- Boys' hair must not fall below the bottom of the collar. Hair must not be dyed, and must be neat and tidy. Ear studs, small hoop earrings, etc. . . . are forbidden.
- Girls' hairstyles should not interfere with learning. Excessive makeup and jewellery are not allowed. Body piercing is not permitted. Exceptions can be made at the administrator's discretion for religious or cultural reasons.
- Teachers will promptly deal with students who violate any aspect of the grooming policy. If the teacher cannot resolve the situation, the student will report to the Administrator. For persistent cases, the parent will be notified, an interview with the parent will be scheduled, and a behaviour contract will be signed.

Parent-Teacher Meetings

Purpose: Parent-teacher meetings provide a venue for the active participation of parents in the education of their children. Such meetings allow parents to familiarize themselves with teachers and their expectations, get personalized feedback about their child's performance and achievement, and create personal bonds and commitment to the school and the learning process.

Professional Development

Professional Development Planning

PD is planned upon discussion with the individual staff member. PD activities are offered on a needs basis, and predominantly related to areas to enhance learning at ZIS. Teachers who feel they need development in a professional area, and who give the impression at the teacher appraisals that they need training are offered relevant PD options. Other PD activities are health and safety related and also regarded as important at school.

Also, in the regularly held curriculum meetings, student achievement is compared to that in the previous years, which is also translated into the evaluation of the PD activities. Moreover, in the Welfare Committee meetings, the progress in the overall and individual student behaviour is evaluated and these are also translated into the evaluation of how behaviour management related professional development activities are contributing to the students' wellbeing.

Teacher Evaluation

Objectives

- help teachers to realise their potential and to carry out their duties more effectively
- help teachers to recognise their achievements and help them to identify ways of maintaining high quality
- help teachers to identify points that need improvement
- assist in planning professional development of teachers individually and collectively
- enhance the overall management and development of the school
- the employee development and the organizational improvement

Process

The staff evaluation is done by the school principal and the head of the related department. Evaluation process is based on the observation of the staff member inside and outside of the classroom.

Each Staff will be evaluated at least twice a year. When needed, the evaluation is done three times. ZIS has a staff evaluation procedure.

- All the staffs are informed at least one week in advance about the evaluation and the evaluation form is sent to them.
- In-class evaluation takes one period which is 40 minutes.
- After the observations, the observers have a meeting to discuss about the lesson and they prepare a report about the observation.
- Within a week, the staff member evaluated has a feedback session with the observers.

- After the feedback session, the staff member completes the parts they need to comment on the formal evaluation form and submits it to the observers.
- After the evaluation process, depending on the staff member's performance, a plan is offered. This plan can involve growth, enrichment and improvement plans. Depending on the plans and their performance, a PD is arranged for the staff member.

Teacher Appraisal

The purpose of the teacher appraisal system is to:

1. Optimize student learning and growth,
2. Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness.
3. Help teachers to identify points that need improvement
4. Assist in planning professional development of teachers individually and collectively
5. Enhance the overall management and development of the school

Process

The staff evaluation will be done by the Principal and the head of the related department. The Evaluation process is based on observation of the staff member inside and outside of the classroom or their office.

- Each staff will be evaluated at least twice a year. When needed, an evaluation may be done three times.
 1. A notice of at least 5 working days of the date and time of the observation will be given
 2. On observation day, the principal, the Head of Academic Affairs and HoD will be present
 3. In class appraisals will take one period – 40 minutes
 4. Verbal and written feedback will be provided at least by the end of the next school day, unless circumstances make this impossible
 5. The written feedback will be maintained by the administration department as progress record of the teacher.
 6. Depending on the staff member's performance, a plan for growth, enrichment and improvement may be offered.

Teacher Portfolio – I am an effective teacher

ZIS believes that the teacher portfolio is a growth system which provides:

- opportunities for teachers to improve their instruction, resourcefulness and effectiveness
- a collaborative endeavour between the evaluator and the person being evaluated
- open communication in an atmosphere of mutual trust and respect
- help for teachers to develop skills of self-reflection and self-assessment which fosters life-long learning.

The teacher portfolio is a log which contains a short collection of materials which you select to document, summarize, and highlight your growth, your experiences and your strengths as a teacher.

The log will be maintained and updated by the teacher. The HoD will call upon the portfolio for review and at random times with the sole intention of helping teachers remain on the path of effectiveness and personal growth.

What goes into a teacher's log?

The following list, though in exhaustive, provides examples of possible sources of evidence that may be placed in the teaching practice log:

- Personal statement of teaching goals
- Includes course planning and preparation i.e. annual plan
- Actual teaching examples
- Evaluation of students perhaps the evaluation grid
- Classroom assignments and assessments, including modifications/ accommodations for students with learning exceptionalities and special needs. needs
- Differentiated lessons and assessments
- Feedback on assignments from teacher and/or student
- Lessons and assignments that show authentic assessment practices
- Homework/project planner and reflection
- Log of student remedial support
- Manipulatives, media tools
- Reading and reasoning targets, data analysis and prompts
- Reflective journals
- Resources and classroom materials that reflect diversity
- Sample lesson and unit plans using modules, curriculum integration
- Samples of student reflection
- Samples of student work
- Samples of tests, rubrics, checklists, anecdotal comments
- Self and peer assessments
- Student of the week certificates, positive notes
- Student presentations

Self-assessment of your portfolio:

1. Does the portfolio clearly identify what you teach, how you teach it, and why you teach it as you do?
2. Is a descriptive table of content included?
3. Is every claim made in the narrative supported by hard evidence in the appendix?
4. Does the portfolio present reflective observations?
5. Are creative and innovative teaching approaches described?
6. Is the portfolio sufficiently selective?
7. Does it include a balance of items from oneself, from others, and from student learning?

8. Have efforts at growth and improvement been cited?
9. Should any non-print items such as photos, reviews, or videos of student's work or your own work be included?
10. Has an analysis of samples of student work related to course objectives been provided?

Salary Payment, Working Hours, Leaves

Purpose: To clarify the working hours, leaves and the salary related issues.

Salary Payment

- The school pays for salaries and other benefits according to the contract between the school and the employee.
- Salaries shall be paid on the last working day of each month. In the event that the final working day falls on a Friday the salary will be available on the next working day.
- The performance of each employee will be evaluated at the end of 9 months of his contract, OR according to the date specified in the contract. Employees serving their probation period shall be also evaluated 1 week before the end of their probation period.
- Salaries are reviewed at the end of each year of service and increments are issued. However, the school reserves the right to not increase salaries after the stated period of time.

Working hours and leaves

- The working hours of each employee is specified in the contract. Generally the non-academic staff works between 7:00 a.m. and 5:00 p.m. Teachers work between 7:20 a.m. and 4:20 p.m. every day, and the managers and academic staff work between 7:20am and 5:00 p.m. However, the school reserves the right to have separate timings for employees based upon need.
- Saturday working hours are from 8am to 12pm.
- Each employee must record his arrival and departure time through the means specified by the personnel department. At present, it is through the card scanning system installed in the guard's room and near the reception desk.
- To discourage habitual late arrivals, for each late minute in a day, one (\$1) USD is deducted from the employee's salary. If being late is beyond the employee's circumstances, then they should call their immediate supervisor as soon as possible. This will be recorded as an excused late and no money will be charged on the employee.
- If an employee is absent for three continuous days without notice, the school reserves the right to discontinue his/her employment and hire a replacement.

Types of leaves

- Three days paid for marriage.
- Three days paid for the death of a spouse, parents, children, or siblings.
- Two days paid personal leave

- Sick leaves (as stated in the employee contract)
- The chairman has the right to grant an additional paid and/or unpaid leaves other than those mentioned above.

Staff Absences:

Sicknesses

Notify the principal as soon as you know that you will be unable to report to work. Notification should be given no earlier than 6:45 am and no later than 7:00 am. Mr Cihan Kazanci is the contact person.

Please call in by 2:00 pm each day and let us know if you will be returning the next day.

Leaving the Campus

Teachers may leave the building during school hours by signing out and in using the card scanning system. Please inform the school secretary or the Principal when you leave, and scan your ID card as you go in and out of the campus. It is important for us to know you have left the building in case anyone is looking for you.

If the teacher is going to leave for the entire afternoon or knows that he/she will be absent the next day, the teacher should complete the Leave Request Form, available at the Secretary Desk, and gets it authorized by the Principal.

Substitute Plans

In order to assist the substitute teachers in finding the necessary materials for teaching, teachers are asked to keep their desks in order. All textbooks and workbooks are to be kept together. In the event that a teacher knows that he/she will be absent the next day or days, the teacher should outline in detail the class work and assignments to be covered. A Lesson Plan for that particular lesson or the worksheets will simplify the substitute teacher's job.

Substitutions

In the case of the absence of a teacher, the substitute teacher will primarily be handled internally. This could be done by assigning an unoccupied teacher, combining a class, making changes in the schedule, or other ways that doesn't extremely violate the nature of instruction or the break times of the substitute teacher.

Substitute teachers will be called in only if subbing cannot be solved internally.

In case of sudden absences, an email/an SMS message should be sent to the (Vice) Principal outlining in detail the class work and assignments to be covered by the substituting teachers. Also the places of the resources to be used should be indicated clearly.

Staff Duty Description:

The main job of a duty teacher is to take care of student safety and well-being as well as **security of school properties**, to **prevent any accidents** on his/her duty area during morning entries, all breaks including lunch and afternoon exits, **and record misbehaviours of students to Duty Record Book**. Duty teachers must eat their lunch at period 5 so that they can be ready at their duty areas through the lunch time (45 minutes).

1. Duty teachers should arrive at school around 06.50/06.55 and must be ready at their duty areas by 07.00 and may leave school at 16.20.
2. **Floor duty teachers** need to proceed to the floors before 07.05.
3. Students enter the campus no earlier than 07.00 and the building no earlier than 07.05. Duty administrators are responsible for opening the gate at 07.00.
4. **Main hall duty teachers** should stand at the main entrance of the building (reception area) from 07.00 to 07.30 and 15.00 to 15.15. No student entry/exit is allowed from the main entrance (reception area) unless the student is at school for some business with parents. This teacher is also responsible for infirmary area. These teachers should also help with the surprise checks when required.
5. In case of rain, the flag ceremony will be cancelled by the duty administrators.
6. **Canteen duty teachers** are in charge of the canteen during all breaks including lunch time.
7. **Duty administrators** (a) need to make sure all duty teachers are present at their duty

places as described above, and ask secretaries to call in case of absence (b) must be ready at the gate between 06.55-07.40 and 14.55-15.30, (c) check for school uniforms, hair etc. of students at the gate and reinforce school discipline policy during morning entries and afternoon exits, (d) take care of the main hall and canteen from 11.55 to 12.45, (e) report any unexpected incidents or unwanted duty cases to the principal.

School Guidance Service

What is guidance?

Guidance is a service managed by specialized professionals in order to help individuals explore and develop their potential, cope with their life challenges, develop their diverse competencies and thereby to become a whole person.

Aims:

1. to explore their physical, emotional, and social potential and develop them to be able to use it at the optimum level
2. to motivate and fulfill their personal needs and aspirations
3. to introduce to the skills necessary for them at school, in community and the work life
4. to plan and structure their educational roadmap
5. to become a problem solver as well as help solve other people's issues around his or her
6. to help them have excellent communication ways to maintain them
7. to help develop mentally emotionally physically learn and socially sound and healthy
8. to help develop individualism as well as understand living in a community

Categories of Guidance:

- ✓ Students
- ✓ Parents/guardians
- ✓ Staff

1. Students

The educational, academic, career, personal and social needs of all students within the school setting are the focus in planning and delivering a developmental, comprehensive guidance and counseling service.

Activities:

- Guidance hour (once a week)
- Saturday activities (extra lessons, city tours, birthdays, dormitory visits)
- School activities (New Year Celebrations, Charity Festivals, competitions)
- School trips (overseas and country trips)

2. Parents/Guardians

Effective collaboration with parents is one of the key objectives which helps know students better.

Activities:

- Home visits

- Parent meetings
- Trips for parents (in country, abroad)
- Activities with parents (sports, social)
- Parent school

3. Staff

An ongoing professional, collaborative relationship with school staff and other service providers who work with students at school.

Activities:

- Birthdays
- Events (New Year's Eve, festivals)
- Activities for staff (picnics, staff days)
- Trips

Who is a Homeroom Teacher?

Every class has a homeroom teacher. A homeroom teacher is a person who follows up the students closely to help them improve in their educational and personal lives. A homeroom teacher imparts universal values to students such as honesty, respect, love and tolerance. A homeroom teacher has a direct connection with parents to inform them about students' educational progress and behavioral issues. Parent-student-homeroom triangle is at the basis of our philosophy.

Who is an Assistant Teacher?

An assistance teacher helps homeroom teacher in class activities and a weekly guidance hour.

DISCIPLINE Policy

OVERVIEW

ZIS aims to help every student fulfil his/her intellectual, social, physical and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, ZIS administrators and teachers shall not allow misbehaviour during school, on school property, or at or during any school-sponsored activities.

Every individual is entitled to courtesy and consideration. Students are expected to extend courtesy in their relationships. Actions which injure others or words that hurt and insult are not tolerated at any time.

The principal and the teachers are available to work with the students to resolve conflicts and misunderstandings. Students with conflict problems should go to the duty teacher at once for help in resolving the immediate situation.

If anything happens to the students inside or outside the school area because of breaking the rules, the school is not responsible for any incident.

The disciplinary committee, which will meet fortnightly (or as required depending on the situation) in order to hear cases, consists of the Head of the Discipline Committee and Vice Principals.

The disciplinary committee has the right to increase or decrease the punishment based upon the evidence.

All discipline records will be transferred to the following year. If the student doesn't repeat the improper behaviour in the year after the infraction, his record will be cleared.

The following corrective measures will be used in cases where school rules are breached:

- ✦ Warning (counselling, reprimand, etc.)
- ✦ Loss of privileges
- ✦ Parental conference (the school reserves the right to inform the family of any infraction)
- ✦ Assignments or extra duties may be given to the offending student by the Committee.
- ✦ Detention after school, during lunch or on Saturdays
- ✦ Suspension
- ✦ Expulsion

Each time a student violates the rules, she/he will be subjected to corrective measures. The school may not accept the student for the next academic year based on past records of misbehaviour by the student.

SECURITY AND SAFETY

For security and safety reasons, the school has the right to check the belongings (books, bags, gym bags, coats...) and frisk the students whenever it is deemed necessary.

EXAMPLES OF UNACCEPTABLE BEHAVIOR

As a student at ZAMAN, you may not do the following:

- ✦ Bring cellular telephones and/or other electronic devices: They disrupt classes and distract others from learning.
- ✦ Cheat and/or plagiarize: cheating on tests, plagiarism, and/or any other type of deception to get credit without effort is deemed unacceptable conduct.
- ✦ Abuse and/or misuse of computers: computer hardware and software are for the benefit of all students. No student may purposefully tamper with either the hardware or software so that it is inaccessible to other students. Computers are in the school for educational purposes. Abuse and/or misuse of the computers also include loading private software, checking personal e-mail, or accessing inappropriate web sites or web pages using school equipment.
- ✦ Disrupt learning: disrupting learning includes any behaviour that prevents other students from learning. It may include, but is not limited to, inappropriate language, eating or drinking in or during class, insubordination and/or selling or trading personal possessions to other students.
- ✦ Violate the dress code: students shall come to school in a uniform in line with specific uniform and appearance guidelines as described in the handbook.
- ✦ Give a false fire alarm: any student who issues a false fire alarm is also subject to the legal authorities. The penalties for this, especially if any injuries result, may include jail terms.
- ✦ Fight: school is not a place to arrange fights, whether those fights take place on or off school grounds. Fighting is any instance of physical contact in anger, regardless of whether fists or weapons are used. All students involved in the fight are subject to discipline. To assault anyone will be deemed an offence for all students involved in the fighting.
- ✦ Forgery: any attempt by a student to sign any document using a teacher's, administrator's, parent's or guardian's name will be considered forgery.
- ✦ Gamble: gambling includes but is not limited to card playing, throwing dice, and sports pools, and involves the transfer of money or personal belongings or assistance from one person to another.
- ✦ Harass another student and/or a teacher, administrator, or staff member: harassment means making unwelcome advances or any form of improper physical contact or remark and any speech or action that creates a hostile, intimidating, or offensive learning environment. Harassment is a violation of the school's commitment to provide a physically and psychologically safe environment in which to learn.

- ✦ Smoke or use other tobacco products and/or bring such products to school: This includes cigarettes, cigars, herbs, and smokeless tobacco. Possession of tobacco products in purses or lockers is prohibited under this policy.
- ✦ Steal and/or vandalize private or school property: this means to cause or attempt to cause damage to private property or steal or attempt to steal private property, either on school grounds or during a school activity, function, or other event on school grounds. Students and their parents or guardians will be held responsible for any theft/vandalism that their student commits on school property.
- ✦ Exhibit threatening behaviour: threatening behaviour can include verbal threats, both face to face and over electronic media (phone and/or computers) and non-verbal threats, intimidating stares, gestures, and so on, that cause or attempt to cause any student, teacher, administrator, or staff member to feel frightened or ill at ease.
- ✦ Be truant: truancy means being absent from school or a class without the permission of a parent. Habitual truancy means a student has accumulated 10 consecutive days, or 15 days of absence in total during one semester.
- ✦ Bring any kind of weapon to school: a weapon includes, but is not limited to, objects such as guns, pellet guns, knives, clubs or spears as well as mace, tear gas, or other noxious chemicals. It may also include any replica of a real weapon. It also includes objects converted from their original use to an object intended to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of what a weapon is. School personnel may search book bags, gym bags, coats, and/or any other containers if they suspect the presence of a weapon.

DUE PROCESS

Any student, who performs any of the unacceptable behaviours listed in this handbook, or added to this list at a later date, will suffer the immediate consequences of their actions. These consequences range from notification of parents, detention, and immediate removal from a school activity, to suspension, expulsion, and criminal prosecution.

All students at ZIS have the right to feel that they are physically, emotionally, and intellectually safe. Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behaviour, you should immediately inform the on duty teacher, home-room teacher, or administrator about the problem. The situation will be investigated as soon as possible. All reports will be kept completely confidential.

Similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately talk to the on duty teacher, home-room teacher or administrator about the problem. The situation will be investigated as soon as possible. All reports of this nature will be kept completely confidential.

WARNING

Notifications are given to serve as a notice to the student that his/her behaviour is unacceptable and inconsistent with the School's standards of behaviour. The warning will include notice that any future violations of policy could result in the imposition of more severe sanctions. In some cases it may be the preliminary step to disciplinary probation.

DETENTION

Detention will be held after school or at the weekends. Students will be asked to write an essay and do assigned work by a teacher. Students are not allowed to eat, drink, sleep, or leave detention class for any reason.

Detention schedule is as follows:

On weekdays:

15:30 to 16:30

At Weekends:

08:00–10:00

10:00–12:00

13:00–15:00

15:00–17:00

SUSPENSION

Notice of Suspension and the reasons for the suspension will be given to the student in written form by the head of the discipline committee after hearing the issues involved in a situation. If you are suspended, you will not be given the opportunity to make up work that you missed during the suspension.

During suspension the student is responsible for getting his/her work assignments from his/her friends and is expected to be up to speed on all lessons upon his/her return.

All discipline committee hearings will be held within two (2) school days of any serious infraction being made. Suspension orders issued by the disciplinary board are final.

EXPULSION

A decision to expel any student will be put in writing, and will include the reasons for the expulsion according to the principal after due consideration of all the events involved.

You and your parent/guardian may appeal an expulsion within two (2) school days after the expulsion order is issued. This appeal will be made to the School Principal and heard by a discipline committee. All discipline committee hearings on suspensions/ expulsions will be held within four (4) school days of the appeal being made. Appeal rulings of the disciplinary board are final.

RE-REGISTRATION OF STUDENTS WITH DISCIPLINARY RECORDS

Registration of students with more than 2 disciplinary reports will be discussed at the teacher's meeting at the end of the academic year. The school may reject the student's application according to the decision of the teacher's meeting and refuse the re-registration of the student.

Discipline Point System

Zaman International School has implemented a Discipline Point System (“DPS”) in which students are given “DPS points” for unacceptable behaviour. All teachers and staff will use this system. Parents will be notified when conduct results in consequences under the DPS system.

Rules of Discipline Point System

1. Every unwanted behaviour has a numerical point.
2. An accrual of 20 DPS points within a semester may result in assignment to Saturday Detention.
3. Students required attending Saturday or After School Detention are rewarded five points for attending and obeying the rules of conduct for Saturday or After School Detention. Students may receive more DPS points, however, for unwilling behaviour. Failing to attend a Saturday or After School Detention without any confirmed excuse may result in a one day out of school suspension.
4. Accrual of 40 DPS points within a semester may result in a one day in school suspension.
5. Accrual of 60 DPS points within a semester may result in one day out of school suspension.
6. Accrual of 80 DPS points within a semester period may result in a three day out of school suspension.
7. Accrual of 90 or more points within an academic year may result in expulsion.
8. Each teacher is required to implement and enforce the DPS system.

Disciplinary Events	Points
Bringing any game playing device to school	3
Bringing a mobile phone to school	4
Bringing a music player to school	3
Bringing pop or drink to class	3
Cheating	4
Chewing gum	2
Combing hair in the class	2
Coming late for national anthem	2
Coming late to lesson	2
Damaging school property	4
Defacing school documents	4
Disobeying reasonable requests	2
Disorderly conduct	2
Disrespect for authority	4
Disrupting learning	2
Disturbing class	2
Dress code violation	3
Eating in class	3
Makeup	2

Excessive talking	2
Fighting	5
Having dyed/colored hair	3
Having long hair(Boys)	2
Horseplay	2
Inappropriate behaviour towards friends	2
Inappropriate behaviour in the canteen	2
Lack of cooperation	2
Lack of materials	2
Leaning back in chair	2
Leaving class without permission	4
Listening to music in class	3
Doing makeup outside of restroom	2
Making noise during lesson	2
Misbehaviour outside of school	2
Misleading school authority	3
Not being in assigned location	2
Not doing homework	2
Not doing worksheet	2
Not listening to the lecture	2
Not paying attention	2
Not recording lessons	2
Not turning in assigned work	2
Not working on assigned tasks	2
Passing notes in the class	2
Playing games in the lesson	2
Possession of improper articles	3
Profanity to another student	3
Selling or trading something	4
Sleeping in class	3
Stealing school property	5
Talking back to a teacher	4
Threatening somebody verbally	3
Throwing something in class	2
Unexcused tardy arrival to class	2
Using bad language	3
Vulgarity	2
Walking in the class	2
Wilful disobedience to authority	3

DISCIPLINARY CONSEQUENCES

OFFENSES IMPROPER BEHAVIOR (P&T meet: Parent & Teacher meeting)

IMPROPER BEHAVIOR	FIRST OFFENSE	SECOND	THIRD
Bringing phones, etc.; having jewellery (Confiscation for six months)	Informing parents, verbal notice	1 day detention	3 days detention
Gambling	3 days suspension	10 days suspension	Expulsion
Possession of fireworks or explosives	10 days suspension	1 term suspension	Expulsion
Possession of guns or imitation weapons including knives, any pointed or edged weapons and sharp objects	10 days suspension	1 term suspension	Expulsion
Cheating	The lowest score	Informing parents, 1 day detention	1 day suspension
Fighting	3 days detention	3 days suspension	5 days suspension
Brawling (Fights involving three or more people.)	3 days suspension	10 days suspension	Expulsion
Deliberately deceiving school authorities	1 day detention	3 days suspension	10 days suspension
Disrespect for authority / wilful disobedience	3 days detention	3 days suspension	10 days suspension
Physical / verbal assault on teachers or school personnel	10 days suspension	1 term suspension	Expulsion
Damage to school's or others' property	Informing parents and Payment of damages	1 day detention and Payment of damages	1 day suspension and Payment of damages
Use or possession of tobacco and alcoholic beverages	5 days suspension	10 days suspension	Expulsion
Creating disturbance on the bus or during organized school activities.	3 days detention	1 day suspension	3 days suspension
Stealing	3 days suspension	1 term suspension	Expulsion
Leaving school without permission	3 days detention	1 day suspension	3 days suspension
Vocalizing false alarms	3 days suspension, restitution for any damage	5 days suspension, restitution for any damage	10 days suspension, restitution for any damage
Defacing, damaging or making any changes to any letters, report cards, ID cards or papers distributed by the school.	Informing parents and 3 days detention	3 days suspension	10 days suspension
Defaming teachers via any medium (TV, Radio, Internet, Newspaper, Magazine etc.)	Informing parents and 10 days suspension	1 term suspension	Expulsion

Nurse's Room Health Policy and Information

Purpose: To provide first aid and emergency medical treatment to ZIS teachers, staffs and students.

Zaman International School has two infirmaries staffed by registered nurses. The infirmary is located on the ground Floor of Zaman International School. The infirmary on the left side serves the ZIS Male teachers, staff and students. The infirmary on the right side serves ZIS Female teachers, staff and students. The infirmary is equipped with a first aid box, medical supplies and equipments, 1 bed and common non-prescription medicines.

- The nurses dispense common non-prescription medications, maintain health records, plan and coordinate care for teachers, staff and student's health problems, participate in health education, and treat minor injuries and illnesses.

I. Injury / Illness

- Students who sustain a minor injury or feel ill should be seen by the nurse and should be immediately referred / brought to the nurse's room. The nurse will assess and determine appropriate treatment. This includes but not limited to on-site treatment.
- In case of ANY illness or injury the parents should immediately be contacted and arrangements will be made to transport the student to a hospital for proper medical treatment if needed.
- If the student has a life threatening occurrence or injury, the school nurse will accompany the child to the hospital without waiting for the parents.
- A report should be prepared by the homeroom teacher and should be sent home on the same day. A copy should be filed by the academic secretary for future reference.
- Students, who feel ill during the day, must obtain a Clinic Pass from their teacher before going to the Infirmary. After providing treatment, the nurse will complete the pass (noting the time in and released of the student from infirmary) and the student will return it to the teacher.

II. Release from Infirmary

- It is the policy of the Health Services that ill students will be sent home if they have a fever of 100o Fahrenheit or 37.8o Celsius or higher, have vomited, or have had diarrhea.
- Students will be sent home for persistent nausea and headache or pain unrelieved by over-the-counter analgesic medications.
- If it is determined that the student needs to be sent home for illness or injury, the nurse will call the attention of the receptionist to contact the parents/guardian. The student will be released directly from the infirmary once they have been signed out by a parent, guardian or an individual listed as an emergency contact.

III. Return to School After Illness

To decrease the spread of illness among students, we ask that students not return to school until:

- They have been fever-free (less than 37.8o C) for 24 hours without fever-reducing medicines.

- They have been on antibiotic for 24 hours and have been fever free for 24 hours, if they are being treated for Strep throat, conjunctivitis (pink eye), or any other highly contagious illness.
- They have been free of vomiting or diarrhea for 24 hours. The student should be able to tolerate food and drink without reoccurrence of vomiting/diarrhea.
- If the student is requiring prescription medication for pain control (following an injury or surgery) they may not come to school. They may return once their pain is being controlled with over-the-counter pain medicine. This is for their safety and well-being.

IV. General Medication Guidelines

- Students are not permitted to have medicine in their possession on campus. Those students who need to take prescription medication in the course of the school day must keep this medication in the infirmary. It must be brought in by the parent, and then counted and signed in by the nurse and parent. If medication needs to be taken during the course of the school day, the student must come to the school infirmary for its administration. Records will be kept of all medication issued.
- No student may carry or give medication to another student. Inhalers are permitted to be carried by students ONLY if physician's note is in student health record stating student is safe to use it independently and school is free from liability due to unsupervised nature of administration of medication.
- In the absence of the school nurse, either from the building or a school activity, the principal or his designee shall continue health room medications and other procedures. Any parent who wishes to come to school to administer medication to his/her child may do so.
- Unused medication shall be returned to the student at the end of the day, treatment period or the school year.

In order to safely administer medications during school hours, the following are required:

A. Prescriptions Medications

1. An Authorization to Administer Medication Form must be completed and signed by both parent and physician.
2. When filing a prescription, ask the pharmacist for a "school bottle," an empty bottle with the correct prescription label. Please do this for all medications that are to be administered at school, even short term antibiotics. Medications will not be administered from an envelope or plastic bag. All prescription medications must be in their original containers and labeled by the pharmacist. The Label must include:
 1. Student's Name
 2. Physician's Name
 3. Name of Medication
 4. Medicine Indication
 5. Exact dosage of medication
 6. Time(s) to be given
 7. Route
 8. Date prescription was filled
 9. Expiration date of medication

*dosage will be altered only by instruction of physician on an Authorization to Administer Medication form.

B. Non-Prescription Medications

All Non-Prescription Medication must be in their original containers and accompanied by a written request for their administration. You may use the Authorization to Administer Medication form for non-prescription drugs; no physician's signature is required. We will not administer medications that are in plastic bags or other containers.

This request must include:

1. Student's name and grade
2. Name of medication
3. Amount to be given
4. Time(s) to be given
5. Reason for medication to be given
6. Length of time and date medication is to be given
7. Signature of parent/guardian

V. Asthma

- Any student with a history of asthma should have an Asthma Care Plan on file in the infirmary before the start of the school year. This plan should be completed and signed by the physician who is overseeing student's asthma
- Information contained in the plan should include names and doses of maintenance and rescue medications. All supplies and medications needed for the student should be brought to the appropriate infirmary by the first day of school.
- The nurse will assist the student in taking medication according to the instructions written by the attending physician. It is the parent's responsibility to notify the nurse in writing of any changes to medication, dose or time given.
- For those students participating in after school sporting activities, it is the parent's responsibility to advise the coach of the student's asthma status and need for inhaler either before or during practices and games.

VI. Food Allergies

- Any student with a life threatening food allergy should have an Allergy Care Plan on file in the infirmary before the start of the school year. The plan should be completed and signed by the physician prescribing treatment for an allergic reaction (EpiPen).
- All supplies and medications should be brought to the infirmary by the first day of school. It is strongly recommended that parents provide lunch from home, due to changing ingredients by manufacturers. This will lessen the possibility of a reaction occurring at school.
- All students with life-threatening food allergies should only eat snacks brought from home and should not eat food/snacks brought in by other students.
- For those students participating in after school sports, it is the parent's responsibility to advise the coach of the allergy and the location of the EpiPen.

- Teachers are in-serviced yearly on signs and symptoms of an anaphylactic reaction and the proper procedure for administering an EpiPen. If an allergic reaction is suspected, the student will be sent to the infirmary for evaluation by the nurse or the nurse will be summoned to the location of the student. EpiPens are sent with the student/teacher on every field trip.

Procedures for teaching staff:

- If the student feels ill in class:
 - o Send the student, accompanied by a friend if necessary, to the nurse's room with an explanatory note
- If a student collapses in class:
 - o If you have a helper, send them to call the school nurse as you give first aid.
 - o If you are alone:
 1. Check for responsiveness, if the student is responsive and breathing left him/her in the position they were found in. Tap him/her firmly on the shoulder, and ask if he/she is alright until the school nurse arrives.
 2. If they are unresponsive, check the mouth for obstructions and get rid of them if you can do so easily. Tilt the head back gently, to keep the airway open.
 - o LOOK to see if the chest is moving
 - o LISTEN for breathing sounds – put your ear against their mouth.
 - o FEEL for expired air by placing your cheek or ear close to their face
 - o CHECK for other signs of life (e.g. body warmth. Good color, ability to swallow).
 - o If these checks are negative the casualty is probably not breathing, You must now CALL AN AMBULANCE; ideally get someone else to go.
 - o Without delay, start artificial respiration procedures (giving 2 breaths)
 3. Look for signs of a working CIRCULATION. Never waste trying to find a pulse unless you are highly experienced in medicine.
 4. If there are no signs of circulation start chest compressions, but only if you are trained to do so.
- If a student has a minor accident in class (particularly in lab situations):
 - o Clean the wound with water, evaluate and then send the student to the nurse. Fill in an accident form which may be obtained from a member of the administrative office.
- If a student has a serious accident:
 - o Inform the nurse and call an ambulance
 - o Do not move the student but keep him/her safe and warm
 - o Send for the administrator, who will come to support.

SCHOOL CALENDAR 2014-2015

Sep-14						
M	T	W	Th	F	Sa	Su
1	2	3	4 Homeroom Teachers Meeting	5	6	7
8 Orientation	9	10 Department Meetings	11	12 Student Parent Meeting (Grade 7)	13	14
15 Beginning of 1st Term	16	17	18	19	20	21
22	23 Pchum Ben Day	24 Constitutional Day	25	26	27	28
29	30					

Oct-14						
M	T	W	Th	F	Sa	Su
		1	2	3 Organ Model Contest	4	5
6 Organ Model Contest	7 Game 24	8 Game 24	9 Game 24	10 Organ Model Contest	11 Parent Meeting (Grade 8-9) AM (Grade 10-12) PM	12
13 Organ Model Contest	14 4 Operation Game	15 Commemoration Day of King's Father	16 4 Operation Game	17 4 Operation Game	18	19
20	21	22 Mole Day	23 Paris Peace Agreement Day	24 Visiting King	25	26
27	28	29 Coronation Day	30	31		

Jan-15						
M	T	W	Th	F	Sa	Su
			1 New Year Day	2	3	4
5	6	7 Victory Day	8	9 Physics Photo Contest	10 Sweep Project Competition / Zunsef	11
12	13	14	15	16	17	18
Charity Festival						
19	20	21	22 ZIS TALK	23	24	25
26	27	28	29	30	31	
English Week						

Feb-15						
M	T	W	Th	F	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
First Term Final Exams					Term Break	Term Break
16	17	18	19	20	21	22
Term Break	Term Break	Term Break	Term Break	Term Break	Term Break	Term Break
23 Beginning of 2nd Term	24	25	26	27 GAT 2	28	
Judobot Robot Challenge						

May-15						
M	T	W	Th	F	Sa	Su
				1 International Labor Day	2	3
4	5	6	7	8	9	10
Lab coat design			Lab coat design			
11	12	13	14	15	16 Lab coat design	17
King Norodom Sihamony's Birthday						
18 Lab coat design	19	20	21	22	23 Water Rocket Challenge	24
25	26	27	28	29 Bio-Photo Competition	30	31

Jun-15						
M	T	W	Th	F	Sa	Su
1 Children Day	2 Science Knowledge Competition	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
Second Term Final Exams					End of Academic Year Program	
22	23	24	25	26	27	28
Administrators Meeting						
29	30	July-15	July-15			
Teachers Meeting		Teachers Meeting				

SCHOOL CALENDAR 2014-2015

Nov-14						
M	T	W	Th	F	Sa	Su
					1	2
3	4	5	6	7	8	9 Independence Day
10 Independence Day	11	12	13 Spelling Bee	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
24-28 First Term Midterm Exams						

Dec-14						
M	T	W	Th	F	Sa	Su
1	2	3	4	5	6	7
chemical structure competition		Turkish Song Competition		GAT 1		Science Art Competition
8	9	10	11	12	13	14
Checkers Competition		Human Rights Day		Checkers Competition		Science Art Competition
Science Art Competition		chemical structure competition		chemical structure competition		
15	16	17	18	19	20	21
Science Art Competition		Checkers Competition		Checkers Competition		Checkers Competition
chemical CIS Accreditation		CIS Accreditation				
22	23	24	25	26	27	28
				Bio-Poster Competition		Turkish Song Competition Final
29	30	31				

Mar-15						
M	T	W	Th	F	Sa	Su
						1
2	3	4	5	6	7	8
Line Up Four Competition		Line Up Four Competition		Line Up Four Competition		Parent Meeting (Grade 7-8-9)
Recycling Day Show		Recycling Day Show		Recycling Day Show		International Women's Day
9	10	11	12	13	14	15
Line Up Four Competition		Line Up Four Competition		Parent Meeting (Grade 10-11-12)		
Recycling Day Show		Recycling Day Show		Recycling Day Show		
16	17	18	19	20	21	22
Recycling Day Show		Recycling Day Show				
23	24	25	26	27	28	29
Biology T-Shirt Design Competition				STEM Festival		
30	31					

Apr-15						
M	T	W	Th	F	Sa	Su
		1	2	3	4	5
				Annual Puzzle Contest		
6	7	8	9	10	11	12
Second Term Midterm Exams					Khmer New Year Party	
13	14	15	16	17	18	19
Khmer New Year						
20	21	22	23	24	25	26
				GAT 3		
27	28	29	30			
		Edible Model Competition				

September 4- 5 Homeroom Teachers Meeting
 September 8- 9 Orientation
 September 10-11 Department Meetings
 September 12 Student- Parent- Teacher Meeting (Grade 7)
 September 15 Beginning of 1st Term
 September 22- 24 Pchum Ben Day
 September 24 Constitutional Day
 October 3 -17 Organ Model
 October 7-8-9 Game 24(Grade7-8-9)
 October 11Parent- Meeting (Grade 8-9)AM & (Grade 10-12)PM
 October 14-16-17 Four Operation Game
 October 15 Commemoration Day of King's Father
 October 22 Mole Day
 October 23 Paris Peace Agreement Day
 October 24 Visiting King
 October 29 Coronation Day
 November 5- 7 Water Festival
 November 9 Independence Day
 November 13 Spelling Bee (Grade 7-8-9)
 November 24- 28 First Term Midterm Exams
 December 3-4 Turkish Song Competition
 December 4-15 Science Art Competition
 December 5 GAT 1
 December 8 -20 Checkers Competition (All Grade)
 December 10 Human Rights Day
 December 15- 19 CIS Accreditation
 December 26 Bio-Poster Competition
 December 27 Turkish Song Competition Final

January 1 New Year Day
 January 7 Victory Day
 January 9 Phisic Photo Contest
 January 10 I- Sweep Project Competition
 January 10 Zunsef
 January 12- 17 Charity Festival
 January 22 ZIS Talk(Grade 10-11-12)
 January 26-30 English Week
 February 9- 13 First Term Final Exams
 February 14- 22 Term Break
 February 23 Beginning of 2nd Term
 February 25-26 Judo Bot Robot Challenge
 February 27 GAT 2
 Meak Bochea Day - will be announced
 March 2-20 Recycle Day Show
 March 2-13 Line Up Four Competition (All Grade)
 March 7 Parent- Teacher Meeting (Grade 7- 8- 9)
 March 8 International Women's Day
 March 14 Parent- Teacher Meeting (Grade 10- 11- 12)
 March 23-24 T-shirt Design Competition
 March 27- 28 STEM Festival
 April 4 Annual Puzzle Contest(Country Wide)
 April 6- 10 Second Term Midterm Exams
 April 11 Khmer New Year Party
 April 13- 17 Khmer New Year
 April 24 GAT 3
 Scholarship Exam - will be announced
 April 30 Edible Model Competition

May 1 International Labor Day
 May 4- 18 Lab coat design
 May 11- 15 King Norodom Sihamony's Birthday
 May 23 Water Rocket competition
 May 29 Bio-Photo Competition
 Visark Bochea Day - will be announced
 Royal Ploughing Day - will be announced
 June 1 Children Day
 Queen Norodom Monineath Sihanouk's Birthday will be announced
 June 2 Science Knowledge Competition
 June 15- 19 Second Term Final Exams
 June 20 End of Academic Year Program
 June 25-27 Administrators Meeting
 June 29- 30 Teachers Meeting
 July 1- 2 Teachers Meeting

