



UNITED WORLD

INTERNATIONAL SCHOOL

BUILDING A DIVERSE COMMUNITY
& EXCELLENCE IN EDUCATION

TEACHER AND STAFF HANDBOOK

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CORE BELIEFS AND VALUES

Each individual has intrinsic worth.

Each person is responsible for his or her choices and actions.

All people have a responsibility to contribute positively to society.

Embracing diversity strengthens communities.

Shared values are essential for the well-being of our community.

Quality education expands opportunities for the individual and contributes to the development of our world.

Education is a collaborative effort between family and school and is enriched by the community.

Learning is an essential, life-long endeavor.

Achievement builds self-esteem which leads to further achievement Excellence is worth pursuing.

UWIS VISION

To be renowned and distinguished for its educational excellence by providing an international education of the highest standards through academic high quality, diversity and integrity.

UWIS MISSION

To develop and prepare each child through a competitive curriculum that is implemented in an intercultural diverse learning environment while enabling each child to become a competent, knowledgeable, tolerant, responsible and global citizen.

About UWIS

United World International School (UWIS), which has about 500 students, was established on the 15th of January, 2014 when Cambridge International Examinations and United World International School (UWIS) signed a cooperative educational agreement supporting educational excellence. On the 18th of August, 2014, the school opened its doors to students. UWIS took a huge step and opened a new branch called UWIS New Campus, which has about 180 students, in August, 2020.

Our Philosophy

The aim of the school is to develop in students the highest standard in all aspects of life – intellectual, cultural, athletic and behavioral.

To lead students to an understanding of the importance of life-long learning

To encourage students to develop self-motivation, self-esteem and self-confidence

To teach students to take the initiative to develop themselves and contribute to the community as

productive members of society

To foster understanding and respect for others regardless of their race, color, creed, nationality or gender

To promote quality education and the pursuit of excellence

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UWIS NEW CAMPUS

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School and Work Hours

Campus and School Hours

The regular campus hours are **8:15 a.m. – 5:15 p.m. (Monday to Friday)**.

Faculty and staff may have access before and after regular hours for work-related or other approved purposes. If they are assigned in their supervisory duty day/s, they should come at 8:00 a.m.

Any parents and students visiting the school before or after regular school hours are asked to respect school rules and guidelines. Please do not allow older children to play on the pre-school playground equipment, throw all trash in the bins that are provided, and do not enter school buildings.

School Organization

Director, Head of Primary ,Early Education Program under Head of Primary, TAs Coordinator , Head of Secondary, 6th ,7th and 8th Grades Coordinator, IGSCE Coordinator, As and A level Coordinator, Expat Liaison Officer, Local Teachers' Liaison, Admissions Officer, Ministry of Education Liaison , Social Events Coordinator ,Coordinator of Parents Teachers Association, Head of Character Education, Kitchen Manager, Transport/Maintenance/Security Manager, Supply Manager , School Psychologists for Primary/Secondary, School Lawyer, Education and Training Officer, College Counselor, Heads of Departments, Homeroom Teachers, Exams Officer, PR,HR, (The admin directory is on the last page)

Goals and Philosophy

UWIS will provide educational programs of the highest standard. Success in attaining this goal is dependent primarily upon the competency of the professional staff and of those who serve in direct supporting positions to the instructional program of the school.

The school wishes to employ quality professional staff and to retain the services of such personnel for the betterment and improvement of the educational objectives of the school. It further believes that professional development opportunities are an important part of the school's philosophy in hiring and retaining outstanding staff.

Staff will be placed in an International Hire or Local Hire category based on the following criteria:

International or Overseas hired employees (OSH)

International hire employees are those individuals that the School brings to fill positions that cannot be filled locally with the qualifications the School is seeking. In order to attract these “overseas hire” teachers and administrators, the School will provide the financial and support incentives needed to be competitive in the market for their services.

Part-time employees

When the school requires a teacher or other instructional personnel for an assignment that does not constitute a full-time teaching load, it may contract on a part-time basis. Salaries and benefits for these positions will be adjusted in relation to the contracted workload.

Non-instructional personnel will include Administrative support personnel who do not supervise instructional personnel. All other employees who support the operations of the school but are not directly connected with instruction.

School Expectations/Job Descriptions and Duties of Employees/Personnel

The performance expectations for each position in the school will be defined in a job description. This description will be furnished to all teachers/employees at the time of hiring and will be periodically reviewed with them by their supervisor. The job description will be the basis for setting appropriate evaluation goals.

Standards of Conduct

The school requires all employees to observe high standards of ethics in the conduct of their duties and responsibilities. Employees are representatives of UWIS, and they should conduct themselves so as to be positive ambassadors of the school at all times on and off campus. They should comply with all laws and regulations applicable to the school and Kyrgyzstan. An employee who engages in an act or course of action that is insubordinate or in willful neglect of his/her duties or pursues a course of conduct that is seriously detrimental to the reputation of the school will be subject to termination in accordance with Kyrgyz law.

It is also imperative that all employees present a positive image to the public. If you are not completely satisfied with the operation of the school or its programs, or if you have any complaints, please discuss these matters with the Coordinators or the Director, rather than in the staff room, on campus or outside of the organization.

Professional Dress Standards

Appearance is a reflection of pride and professional responsibility to the school. The dress code guidelines for staff members are as follows:

Teachers and staff are expected to be dressed up formally, in business casuals or classics. Shorts, sweat suits, jogging suits, jeans, overalls, leggings/spandex pants, or T-shirts or shirts with spaghetti straps (except those worn appropriately with blazers, sweaters, and vests) are not acceptable.

Tops and dresses should cover the midriff and have a modest/appropriate neckline. Dresses, skirts, and jumpers should be of a modest length.

Flip-Flop shoes with straps that can be pushed out through the sole of the shoe are not acceptable.

Jewelry and tattoos should be discreet, and not a distraction. Body piercing jewelry is not permitted, apart from earrings. Hair should be tidy and professional looking.

Professional dress standards apply to all student attendance and parent conference days.

JOB DESCRIPTION, DUTIES AND RESPONSIBILITIES OF PRE-K and PRIMARY PROGRAM TEACHERS

I. INTRODUCTION

When teachers sign their employment contract, their job description specifies a set of tasks that they are expected to accomplish. While in many cases, schools will either keep an age-old piece of contract or change it with every new administration or ownership, a proactive school must aim to support its teaching staff through a clearly-presented and updated job description and set of duties and responsibilities to help them carry out their duties more effectively.

The Teacher Job Description, Duties and Responsibilities should reflect practices by the school instructional team* and recognize their effort in its delivery. To strengthen a school's status in the global educational community and its alignment with international standards, a clear delineation of main duties and specific responsibilities have been included; such as child safety and discipline, providing support accommodation, involvement in staff development and mentoring program, etc. In theory, job duties are aligned to the teacher's job description - why am I here? In reality, the list is a set of tasks to be carried out and accomplished - what am I expected to do? How well a staff member carries out the depends on how effectively the school management and leaders provide them with the necessary support, i.e. relevant training, facilities, expertise in dealing with the nitty-gritty of day-to-day school situations, from parent complaints to child safety issues. Along with a well-presented *school organizational chart*, the job description and list of duties and responsibilities should reflect the school's vision and philosophy in a way that supports the staff's role and duties.

Lastly, the Job Duties and Responsibilities are consistent with and have impact and relevance to the *job performance appraisal* of each staff member, and helps to promote a positive and encouraging staff performance evaluation, along with evaluation tools and procedures that the management team adheres to. Only then, can all stakeholders; i.e. administrators, teachers, students and parents, involved in the school really work together towards achieving its vision and the school's real *identity* take shape, with its true purposes successfully achieved.

II. JOB DESCRIPTION, DUTIES AND RESPONSIBILITIES FOR TEACHERS-

SUBJECT/HOMEROOM TEACHERS

Reports to : HEAD OF PRIMARY SCHOOL

A homeroom is in charge of a class or any number of students for a specified duration; i.e. term or school year and is responsible for the students' well-being.

A subject teacher teaches a designated subject or specialist area; i.e. English, Mathematics, Science, Languages other than English, IT, Art, Music, Dance, Physical Education, etc.

A. CURRICULUM

1. Instruction (Knows and applies current and effective teaching practice in the subject or field assigned)
2. Lesson planning and preparation (Makes appropriate choice and design of teaching materials as well as effective use of other resources and device; e.g. Smartboard, iPad, Chromebook, Science lab instruments, sports equipment, etc.)
3. Awareness and practice of safety practices and discipline procedures in all areas of instruction; whether in-class or outdoors, that determines the school's culture
4. Provision for holistic approaches that upholds the school's identity (Implements support accommodation in group and those with individual special needs, interesting co-curricular and extra-curricular activities as needed)

B. ASSESSMENT

1. Monitors student performance (Conducts ongoing and regular assessment based on school requirements)
2. Recommends suitable strategies and support for student improvement; including *Checkpoint, IGCSE, etc.*
3. Records and submits student progress using the recommended format

C. ADMINISTRATION

1. Keeps record of and monitors attendance, documents incidents and issues related to student's instructional and behavioural challenges, etc.
2. Submits required school documents in timely manner; i.e. curriculum plans, report cards, forms, etc.
3. Observes punctuality when reporting to class and other work-related duties; e.g. grounds supervision, meetings, etc.
4. Communicates and observes standard procedures; i.e. who to go to, and provides documented, if not accurate and updated information, about students, their learning issues, etc. and attends parent meetings
5. Upholds the school's image through dress code, language, and conduct

D. STAFF DEVELOPMENT

1. Teaching Practice (Takes responsibility for individual development and advancement through participation in trainings, seminars and conferences in the field/Takes active role in job performance review through feedback and mentoring)
2. Promotion of *collaboration* and *teamwork* and other positive practices that reflect the school's culture

E. OTHER DUTIES

As specified and required for the furtherance of effective program implementation and as provided in the staff employment contract.

III. JOB DUTIES AND RESPONSIBILITIES OF TA COORDINATOR

Reports to : HEAD OF PRIMARY SCHOOL

WORKS WITH: Homeroom Teams, Support Services, Admin Team

The TA Coordinator works directly with the Head of Primary School and with a team of teaching assistants. On a regular basis, the TA Coordinator ensures that the Primary School is efficiently functioning in a safe, healthy, and learning-friendly environment for everyone- students, staff, and parents.

A role model to set examples for the school team, the TA Coordinator also plays an important role in the school's effort towards the effective implementation of its vision, mission, and philosophy and collaboratively works with the Head and the administration team in carrying out sound and aligned educational goals and standards and teaching and learning practices as they work closely with the students, the parents, the homeroom teams and the entire school community.

A. Curriculum Planning and Implementation (Curricular, Co-curricular)

- Reflect their clear knowledge and understanding of the school's curriculum thrusts and standards in regularly-set curriculum planning meetings
- Work collaboratively with their team and others to implement curriculum goals and sound instructional practices

B. Planning, Coordination, and Communication (Administration and Program Policies and Procedures)

- Work with the administration to ensure that colleagues, students, and parents have a clear understanding of policies and procedures and actively contributes ideas towards ensuring their relevant and effective implementation; i.e. discipline policy, child safety procedures, curriculum planning, and others as may be specified by the Program Coordinator and other key stakeholders in the school's teaching and learning policies.
- Act in their capacity to develop a positive school environment through the implementation of well-understood procedures for work and learning
- Works directly with the Primary School Discipline Committee

- Plans and leads regular meetings with TAs, attends managerial meetings as needed

C. Professional Development

- Promote and cultivate a positive and professionally conductive work
- Provide an example for their own professional development towards building a strong school community;

i.e. as an individual educator and/or a peer mentor

- Keeps oneself updated with current trends and methodologies in education and in keeping with teaching and learning in the new modalities

D. Overall School Hygiene and Safety

- Work together with a team of safety officers on emergency evacuation drills and first aid procedures
- Ensure that the school hallways are always quiet, safe, and clean at all times
- Ensure that classrooms are ready for use, notes when classrooms are without any homeroom or assistant teacher, and if equipment and materials are not available and in order
- Creates an effective inventory system for classroom equipment on a regular basis
- Manage the supply requisition for the school

E. Professional conduct. Sets an example of professional integrity in dress code, language, and actions in the school and the community at large.

F. Other: Provides translation in meetings (when needed), keeps program records and documents, et cetera.

III. ASSISTANT TEACHER DUTIES AND RESPONSIBILITIES

REPORTS TO: HEAD OF PRIMARY SCHOOL and TA COORDINATOR

An assistant teacher supports the homeroom or head teacher in managing an assigned number of students. Together, they form a teaching team and will work closely to address both educational, safety, discipline and other aspects of a student's learning and development in the year level. They will ensure effective communication flow with the parents for school and classroom matters.

1. Instruction and supervision of students in assigned class

- PSHE and/or Ethics (or equivalent subject as required by the school and program timetable)
- Class hour or study period (as required by the school and program timetable)
- Supervises the assigned class in all instructions and as required; e.g. outdoor activities, break/lunch periods.
- Ensures smooth classroom learning takes place; helps to address potential behavior and learning needs issues

- Fully understands and applies discipline policy and child safety and protection procedures (Refer to School/Program Policies) in all aspects of work with the students

2. Planning and coordination with (homeroom teacher, assistant director, supervisor, others as required)

- Co and extra- curricular activities, scheduling of the same, preparation of materials, etc.

- Coordinates and works closely with the supervisor and assistant director to meet program needs and requirements

- Helps in preparing a welcoming, safe, and organized classroom atmosphere, coordinates with the supervisor for classroom needs for equipment and resources; e.g. uniforms, textbooks and other tools for learning

3. Administration (Documentation, communication, and coordination)

- Documents and updates relevant student personal profile and information

- Communicates with parents any classroom updates regarding curricular and co-curricular matters

- Observes punctuality with reporting for work and submission of requirements related to work; e.g. attendance in meetings, documents, lesson plans, etc.

- Observes confidentiality in handling student and class information as specified by school procedures for child safety and staff code of conduct

- Informs the admin office or assistant director when unable to report for work, prepares lessons of activities as necessary

4. Professional Development

- Pursues self-advancement by attending seminars and workshops related to pedagogical theories and practices

- Participates actively and regularly in staff meetings and other related events

- Observes policy for staff code of conduct in manner of dressing, speech and behavior as role model for children

5. Other Duties (as required by the school/program)

Acting in Good Faith

Anyone filing a complaint concerning policy should be acting in good faith and have reasonable grounds for believing that policy has not been followed. Anyone acting in good faith will not be subject to adverse employment consequences as a result of raising a concern. Any allegations that prove to be unsubstantiated and/or which prove to have been made maliciously or knowingly false will be viewed as a serious disciplinary offense.

Confidentiality

In the interest of appropriate and speedy resolution, any concerns regarding implementation of policy or other concerns should be submitted on a confidential basis. To the degree consistent with conducting an adequate investigation of the situation, complaints will be kept confidential to the extent possible.

Lines of Communication

All teaching and non-teaching staff report directly to their coordinators then head of secondary at secondary or head of primary at primary and then to the director. The following lines of communication are to be used to support the school's Mission Statement and to resolve all concerns. The UWIS organizational Structure clearly reflects the lines of communication.

Staff Complaints and Grievance Procedure

Differences of opinion are inevitable. When they arise, employees are expected to deal with them in an appropriate manner. The School will maintain a productive workplace by defining a process for resolving complaints and grievances.

A grievance can be initiated if an employee feels that he or she has been wronged or has been subjected to an unjust act. A grievance can exist between any employee, student or staff member of the School.

If an employee has a grievance, it should be filled in writing no later than ten (10) working days after the event. Approved school policies cannot be grieved.

It is expected that all employees will make every effort to resolve problems before resorting to the grievance policy.

All grievances should be first dealt with at the closest possible appropriate level of management. Noting the different relationships that exist, the School will have a variety of mechanisms for dealing with a grievance that may arise between employees and students or parents.

The School will adhere to the following principles of grievance resolution. All grievances will be treated fairly and sensitively. All grievances will be dealt with in a timely manner. A process of discussion, cooperation and conciliation will resolve grievances. The goal will be to find an outcome acceptable to both parties. All parties in the grievance process are expected to participate in good faith. Parties in a grievance process will receive all reasonable support from School officials in resolving a

grievance. A Grievance Committee from representational membership from each program will be available.

SCHOOL Grievance Committee

It is set by SMT. At UWIS we strive to achieve a work atmosphere that embodies the profession we are in. As educators, we thrive where there is respect, motivation, support and camaraderie. Hence, we will observe the following procedures when conflicts arise:

Category A- First Occurrence

1. The aggrieved party requests a meeting with the School Principal.
2. The School Principal will be the designated arbiter; however, if he understands that he will have biases over the issues and personalities involved, a substitute arbiter maybe arranged.
3. All discussions will proceed with a neutral third party or witness,
4. All discussions will be documented.
5. The discussion will include specific actions and/or plans to address the issue at hand, including but not limited to time duration and other details as maybe necessary.

Category B- Second/Repeat Occurrence

1. If/When a repeat of the cause of conflict occurs, a meeting will be held with all the persons concerned; i.e. staff, School Principal and a member of the School Board of Governors.
2. The latter, in consultation with the School Principal and the board members, and after carefully analyzing the documents pertaining to previous occurrence, will decide on the appropriate measures.

Attendance Expectations

The school hires the teachers and support staff it believes will best be able to provide the desired quality of education. Whenever a teacher is absent, that quality of instruction is compromised. With the exception of sickness and other reasons for absence that are justifiable under Kyrgyz law or school policy, teachers are expected to be present on every instructional day of the school year.

They are expected:

To observe approved school schedules in arrival and departure from work.

To schedule vacation time only during periods in which the school is not in session.

To provide adequate notice to head of school when leave is requested.

To attend faculty meetings, as scheduled. Schedule and attend parent conferences, as needed.

Informing Absence or Leave from Work

Leave will not be approved for the extension of a weekend or for vacations. Leaves are either emergency or planned. For notice of emergency absence make sure you make a call to the secondary head or primary head. For notice of planned leave make sure you fill in a leave request form. If you are teaching both primary and secondary school, both should be given a leave request form.

Sick Leave

The School will award each employee the five (5) days of sick leave during each full year of employment. Full-time staff working for a portion of a school year will be eligible for a prorated amount of this leave. Sick leave is to be utilized when illness prevents a staff member from carrying out assigned duties.

Whenever possible, the School expects that non-essential medical or dental procedures will be scheduled after school, on weekends or during summer months. Unused sick leave may be accrued to a limit.

Personal Leave

An employee who is required to be absent from work for a valid personal reason, which is not covered by any other leave, may request paid leave to a maximum of two (2) working days per school year. In the most extraordinary circumstances, an employee may be granted unpaid leave in the event that paid leave has been exhausted.

Personal Leave is defined as unusual personal or family obligations (foreseen or unforeseen) such as legal or business matters, family emergencies of a nature that require an employee's immediate attention; weddings of members of the immediate family, religious holidays which fall on a normally scheduled workday, attendance at a child's school or educational facility and other exceptional matters of a personal nature. Personal Leave may not be used as vacation, or as an extension of a vacation, holiday or weekend for vacation purposes.

The onus/responsibility is on the employee to clearly establish the need for Personal Leave to the satisfaction of the authorizing supervisor. Each application for Personal Leave is considered on its merits and a decision relating to the approval of one period of leave cannot be used as a precedent for the granting of another period of leave.

In the case of a predictable event requiring Personal Leave, the employee must advise the immediate supervisor at least five (5) days ahead of time. Where emergency circumstances contribute to the absence and prior notice cannot be given, the supervisor should be notified of the absence as soon as practicable but within 24 hours of commencing the absence.

The availability of a qualified replacement and the resultant effect of the employee's absence on the school program will be an important factor in determining authorization of Personal Leave for an employee.

Extended Leave of Absence

For professional development or other reasons that in the opinion of the director are in the benefit of the school, leave of absence without pay may be granted for up to one year at the discretion of the director. The granting of such leave will depend upon the school's ability to arrange for appropriate coverage of the teacher's duties. Intent to return at the end of the granted leave period must be forwarded to the director in a timely manner as determined in the leave authorization. Upon return, the school will endeavor to reinstate the employee to a comparable position, but there can be no guarantee. At the end of the leave, the employee will retain his/her placement on the salary schedule without loss of accrued benefits, but will not accrue benefits during the leave of absence.

Work Hours

8:15-17:15 : School starts on 8:00 on supervision day.

Professional Leave

To support professional development efforts of teachers and staff the school may authorize professional leave with pay. Such leave will be awarded to enable teachers to attend workshops or conferences during the school year. Professional leave must be applied for in writing and approved by the director or his/her designee. To avoid the absence of teachers from the classroom, attendance at professional development activities during vacation periods will be given priority.

Bereavement Leave - Death of a family member

In the event of death of an immediate family member, time off with pay shall be granted. Generally, the maximum time allowed with pay shall be three days within the K y rgy z Republic and five days outside of the Republic. Bereavement Leave will be granted as follows: up to a maximum of three (3) days in the event of death of parents, children, brothers/sisters, grandparents, or wife/husband; and in the event they are overseas, they may be granted up to a maximum of five (5) days in the event of death of parents, children, brothers/sisters, grandparents, or wife/husband.

General Guidelines for All Types of Absences

In case of any absence teachers are expected to provide full and detailed lesson plans for the complete coverage the class and duties so that the students' day operates as normally as

possible.

The head of secondary or primary should be notified in the event of absence in order to secure substitute teachers. Under no circumstances should a substitute be arranged without consulting the coordinator.

Substitute lessons plans, keys (if necessary), grade book, duty assignments, class roster, etc. should be left with the Supervisor when an absence is known about in advance. When an absence occurs on short notice, the emergency lesson plan folder on file will probably be used unless special arrangements can be made for communication between the absent teacher and substitute teacher.

An Emergency Lesson Plan Folder must be handed in to the head by the date established by him/her. The lesson plans contained in it should be of a general nature. These will be used in the event that you do not arrive at school and were unable to contact the school or if you were unable to prepare specific substitute lesson plans.

If a lesson plan has been used once, or any information in the folder is not timely, it is the teacher's responsibility to update that plan. **The emergency lesson plan folder** must include enough activities and lessons to cover at least two teaching days or classes as appropriate.

This emergency lesson plan folder should include at least the following:

Lesson plans/activities and needed materials (e.g. worksheets)

General notes to the substitute teacher and specific duties

Class attendance Names of responsible students, if applicable

Seating chart, if applicable

Daily class schedule / special schedule

Any special student schedule

Information for helping special students

Information regarding classroom "rituals," such as daily circle time, songs, etc.

Information regarding classroom "rules," "behavior agreements," "behavior consequences," etc.

Reading and/or math groups, as appropriate Other grouping patterns as appropriate

Helpful forms, such as attendance slips, illness / injury forms, etc.

Substitute form, so that the substitute may leave notes / information for you

On the day you return to school after an absence, you must complete an absence report form to report any absence that is not due to personal leave.

If you do not feel well during the day and anticipate being absent the following day, please notify your respective head immediately. It is easier for us to get a substitute for you the day before rather

than the morning of an absence.

The employee must submit the reasons for these leave requests to their immediate supervisor.

Health Protection

All employees are expected to follow appropriate health practices for the protection of themselves, their colleagues and the students. Employees should not come to school if they are likely to pass on an illness and should send any student who may need treatment and isolation from others to the school nurse.

Employees should take appropriate measures to protect themselves against all illnesses that will limit their effectiveness and performance as a teacher in the school:

Tuberculosis screening (recommended every two years) Annual check-up

Flu shots (recommended and facilitated by the school)

The school allows for a number of sick days. Employees should use them appropriately.

Professional Development Expectations for Faculty and Staff

The School hires qualified teachers and expects them to continue their professional development throughout their tenure at UWIS. The School recognizes its responsibility to share in support of this goal. The School will provide resources for professional development on campus and will share the cost of approved development opportunities at other locations for the teachers who have worked for at least two years. Individuals may be required to take professional development courses in order to improve performance or to assure effectiveness.

As part of the school's long-term improvement plan, priorities for staff development will be set each year by the administrative team. These priorities should be reflected in the professional development budget proposal submitted to the Board for approval.

Within budgeted parameters the director may authorize professional leave for faculty and staff to attend professional development conferences and/or workshops. Such leave should be awarded so as to minimize disruptions to student learning.

The school will support the following types of approved professional development activities and purchases:

Hiring consultants to provide staff development activities on campus

Support for study groups and individual projects

Attendance at professional development conferences outside school and outside Kyrgyzstan

Membership in professional organizations

Purchase of professional resources for use by teachers and administrators.

No Tutoring For Pay

Teachers and staff are not allowed to do tutoring job for pay to students on and off-campus.

No Skype and Social Media during Class Hours

Skyping in class during class time is strictly not allowed. The use of any social media during class hours is also firmly prohibited. When seen, a warning letter will be given.

Appropriate Communication

The professional staff employed by the school is expected to use respect and good judgment in communicating among each other, with parents and with students. Concerns and grievances should be expressed only to those directly involved, and in a respectful manner that will facilitate resolution. School-wide communication should always be in English and care should be taken to ensure that the wording reflects the grammatical standards expected for an institution of learning.

The use of the school's e-mail system for communication is a privilege provided by the school and should be used constructively. Personal issues and complaints are not appropriate subjects for general e-mail distribution. The director, an academic supervisor, or a school administrator must approve any use of the school's e-mail system to involve the entire faculty or a portion of it in writing.

The following subjects are inappropriate for general distribution on the school's e-mail system:

Promoting a product or service

Advertising personal effects for sale

Messages which include any type of offensive material Personal concerns

Inappropriate cases will be grounds for disciplinary action.

Telephone courtesy is also important. We urge all employees to become familiar with the School, its services and personnel, in order that calls may be transferred smoothly and correctly. The receptionist will forward phone calls messages of a non-urgent nature through e-mail. All urgent calls will be communicated immediately in person. Teachers may not leave the classroom at any time to receive or make phone calls, unless it is an emergency. Teachers need to provide the appropriate supervision in their classes at all times. **Cell phones in the classroom must remain turned off or on silent mode during class time.** As a role models for students they should also be kept out of sight during class time. Teachers may use their cell phones during their planning periods.

E-mail and Edupage constitute the main tool of communication. The school mailbox and Edupage will be used for in-school communication.

Email Expectations

On school days, teachers are expected to check their emails and Edupage at least twice a day, before and after school.

An appropriate response time to email is within one working day.

Messages received from parents should be acknowledged within 1 working day. For example: “Thank you for your email. I will discuss this with my colleagues and get back to you”, is appropriate when an immediate answer is not possible.

Email Etiquette

Remember that sending email is convenient because it shifts the responsibility to the recipient. To minimize everyone’s email load, keep the following in mind:

Keep emails short and to the point. Put the message/request in the first paragraph.

If you must send a message to a group, especially with the “bcc:” function, add a greeting so it is clear who the target audience is (e.g., "To all Year 9 parents").

Keep your intended audience in mind. This may influence your choice of language, level of formality and style. Proof-read and spell check.

If you receive a message that makes you angry or upset, read it again and re-assess. Assume good intent. Because email lacks interpersonal cues and body language, it’s easy to misunderstand the tone of an email, especially if the first message was written hastily.

Never send a message or reply while rushed, angry, or upset. Think before you write. Read before you send. Re-assess before you send. Avoid jokes or humor that may be misunderstood.

Think twice before you:

Send an email, or engage in long exchanges. (Would a phone call or visit be clearer and more efficient?)

Press "Reply to all".

Send large attachment files. These slow down the whole email system.

Forward another person’s email, especially to unrelated parties.

Reply just to acknowledge receipt of a previous email.

No Smoking Allowed Within the school or campus premises. Use of drugs, alcohol and Controlled Substances

The school has an obligation to staff and students to assure safety in the workplace. This

obligation precludes the use of drugs or alcohol on campus or at any school sponsored activity. At school-related activities, no employee shall possess, traffic, distribute, or be under the influence of illegal drugs or unauthorized alcohol.

The following behaviors will not be tolerated and will be grounds for immediate discipline, up to and including immediate termination.

Using any non-prescribed controlled substance or using prescribed medication inappropriately.

Using, possessing, distributing or transmitting illegal chemical substances and/or unauthorized alcoholic beverages.

Using glue, aerosol or other chemical substance for inhalation.

Using any intoxicant or mood-changing, mind-altering or behavior-altering drugs.

The Kyrgyz Labor Code establishes that one of the obligations of any employee (when applying for a job or during employment, if so requested by the employer) is to submit him/herself to a medical examination to prove that he/she does not consume drugs which are prohibited by law, or suffers from any psychiatric disorder that could put in danger the security of the people that work with him/her, the equipment or the facilities of the work place.

Acceptance of Gifts

No employee of the school should accept a gift that in any way might constitute a conflict of interest, incur any perceived obligation to the giver or compromise the school's ability to offer services to all without bias or favoritism. **Under no circumstance should an employee of the school initiate discussion of a gift.**

All employees should use discretion in accepting gifts from parents or other persons associated with the school. Gifts of considerable value could be a conflict of interest.

Professional Staff Evaluation

The Director shall develop a process by which the performance of each member of the professional staff is evaluated on a regular basis. The primary purposes of this evaluation process will be professional development of personnel to improve the quality of education provided by the School and to insure high standards of instruction. Each teacher can do a course for professional growth that costs up to 150 dollars.

To these ends, the process will encourage feedback on performance from students and/or parents

when and where appropriate. Appraisals of professional staff will be consistent with the mission, philosophy and beliefs of the school. They will be related to the job description prepared for each position.

Although the ultimate responsibility for the appraisal of the professional staff rests with the Director, this responsibility may be delegated to school teacher trainer or other line administrators of the school, who may further delegate as appropriate.

Procedures for staff appraisal shall be periodically reviewed and submitted to the Board for its information.

Contract Renewal and Termination

All employees of the school will have a contract defining their position and the terms of employment. Depending on the hiring status of the employee, the contractual terms for renewal, resignation and separation may differ.

Dependent Tuition Waiver Benefits

For Internationally hired teachers this benefit will consist of one full tuition waiver for each full time employee of the school. (A teaching couple will qualify for two.) The employee will not need to pay the entrance fee charged for incoming students. For those teachers whose current dependent waiver benefit exceeds this policy, the benefit will be grandfathered using the prior dependent waiver benefit until those dependents graduate or otherwise leave the school.

Tuition waiver benefits are assigned to individual children and are not transferable to siblings.

Generally, no more than five percent of enrolled students will be eligible for this benefit. Upon the Director's approval, priority for additional dependent benefits will be given to employees who do not currently have children with dependent waiver benefits. If priority cannot be decided on this basis, it will be allocated by seniority in time with the school.

Contractual obligation for the dependents of overseas contractual employees will take priority over all others.

Holidays the school will grant the following days as established by the Kyrgyz Labor Code:

UWIS celebrates all national holidays of Kyrgyzstan including: December 31st, February 23rd, March 8th and 21st, May 1st, 5th and 9th, and Muslim Eids (Ramadan and Sacrifice Day) the dates of which are subject to change.

Employee Travel Policy

At times, there is a requirement during the school year for teachers to attend conferences, debates and school trips with UWIS students. The selection of accompanying teachers on such school activities will be approved by the Director and the selection of teachers together with the number of days that the teacher will be absent will be taken into consideration in order to minimize class and curricular disruption.

Travel to conferences, meetings or a workshop is an occasional responsibility of UWIS professional employees. When related travel, registration and certain expenses are paid by the school, it is important to follow the following steps:

The PD Coordinator will coordinate flights, and hotel accommodations.

Hotel reservations will be made by school credit card and in advance. For international travel, US\$35.00 per day for meals and other approved expenses will be advanced to the employee. Receipts must be kept and submitted upon return. Excess funds must be returned to the school and approved additional expenses will be reimbursed where warranted.

Additional expenses for airport shuttle, tips, taxi or car rental if no other means of transportation is available, must be submitted with receipts and a reimbursement requisition within 15 days of return from the trip. Documentation received after 15 calendar days will not be reimbursed without special authorization from the Director.

Books or materials purchased at workshops or conferences, if reimbursed by the school, belong to the school and must be stamped and inventoried as school property.

Supplemental tours and individual purchases or expenses of a personal nature such as video rentals, and beauty or barbershop are the responsibility of the employee and will not be reimbursed by the school.

A summary report will be prepared and presented to the Academic Coordinator within 15 days of return. In some cases, alternative methods of reporting will be appropriate. These must have been agreed upon in advance.

Payroll Procedure

The following payroll procedure applies to all permanent, temporary, occasional employees hired in the Kyrgyz Republic, foreign nationals, assigned to faculty, administrative, clerical or maintenance positions in UWIS.

Monthly salaries will be paid within the first five days of the month. If the payday coincides with a day off, Sunday or holiday, the pay shall be moved up to the preceding work day.

All employees' salaries shall be paid by direct pay by the chief accountant in cash to the employees. In case of death of the employee, the matter should be referred to a legal counsel of

the payee.

SALARY CONFIDENTIALITY

Employees' salaries, benefits, and compensation should be kept confidential. No discussion of such within and among employees. Immediate disciplinary action will be served when such act is known to the administration. Any concerns related to such should be addressed directly to the HR head and/or director.

General regulations:

All faculty members are to attend their classes, meetings, and duties punctually and regularly. Presence during civic, social or school functions organized by the school is obligatory.

Staff is expected to maintain order and efficiency in the entire school at all times. Teachers should teach in accordance with the objectives of the school.

Teachers should constantly try to improve their teaching methods, taking advantage of any in- service offered by the school.

When appointed to committees, teachers are expected to serve to the best of their ability. There will be intangible aspects of organization and management responsibilities for the students and teachers who are expected to pitch in with the hours and intensity required. Order and cleanliness should be encouraged and practiced by staff to provide a pleasant, healthy atmosphere that is conducive to learning. Staff is responsible for the care of all teaching materials, texts, audio-visual equipment, supplies, furniture, etc. in classrooms, library and playground. Teachers have a responsibility to see that the equipment used by him/her or his/her class is well taken care of.

Discipline is compulsory for learning and teachers play the most important role in helping students grow towards self-discipline. These include following up on problems, discussing discipline with students, and setting examples themselves in actions, manners, speech, habits, values, and attitudes. Teachers will be requested to perform certain supervisory duties for the orderly organization of recess and lunch periods.

Various committees of teachers and principals meet throughout the year to study curriculum revisions and improvements. Each teacher should willingly accept appointment to serve on these committees.

Teachers may be called on to sponsor club and class activities.

Teachers will be called upon to be responsible for bulletin board displays.

Faculty Preparation Periods

In general, preparation periods should be considered unscheduled time in school and the teacher may

use these periods for parent conferences, individual classroom and/or school-wide planning and preparation, student paper correction, making audio-visual aids, observing other teachers, meeting other staff members, improving the appearance of the classroom and meetings with supervisors or other administrators. Teachers are expected to be in school for the entire school day and should notify their supervisor if they are leaving the campus during working hours.

Supervisory Duty

A duty schedule will detail staff responsible for assisting with supervision before school, after school, and during the breaks and lunch recess. A copy of the duty schedule will be posted at the start of the year. The Secretary must be notified of any changes in the schedule. Teachers should be punctual and effective in the supervision of student behavior during this time. Supervision means being with the students, mingling and interacting with them. Your presence must be felt by the students.

Teachers must be proactive and vigilant in maintaining a positive, peaceful and clean school. So that expectations and standards are clear for everyone, the following standards apply.

School rules as published elsewhere will be consistently enforced by everyone at all times. If you see a problem, address it, even if you are not on duty.

Under NO circumstances should students be left alone. Teachers are legally responsible if an accident occur.

While on duty, you are responsible for the behavior and safety of all of the students. Please observe everyone in your duty area and mingle with the students, looking for potential trouble spots. Appropriate early intervention can eliminate most problems.

Be on time to your duty station. You are responsible for the children's safety. If you are late and a child gets injured, you are negligent and liable.

You may switch off duty with another person if you need to do something else on a given day. Please make these arrangements yourself and remember to notify the Secretary or Principal. Be sure to include any duty obligations that you may have in your lesson plans when you are going to be absent from school.

FULL-TIME TEACHER & HOMEROOM TEACHER'S DUTIES AND RESPONSIBILITIES

The purpose of the Teacher Duties and Responsibilities is to describe the expectations for teachers in addition to the teaching tasks outlined.

A. Follows professional practices consistent with school and system policies in

working with students, students' records, parents, and colleagues

1. Demonstrates communication and interpersonal skills as they relate to interaction with students, parents, other teachers, administrators, and other school personnel
2. Is available to students and parents for conferences according to system policies
3. Facilitates home-school communication by such means as holding conferences, telephoning, and sending written communications
4. Maintains confidentiality of students and students' records
5. Works cooperatively with school administrators, special support personnel, colleagues, and parents
6. Develops and maintains a highly functioning professional relationship with each student
7. Reports learning expectations and student academic progress to families and the respective Academic Coordinator according to school guidelines

B. Complies with rules, regulations, and policies of governing agencies and UWIS Administration.

1. Complies with state administrative regulations and Kyrgyz Ministry of Education policies
2. Adheres to school and local school system procedures and rules
3. Conducts assigned classes at the times scheduled
4. Complies with the school's supervisory schedule and duties
5. Conducts at least one extracurricular activity
6. Enforces regulations concerning student conduct and discipline
7. Demonstrates timeliness and attendance for assigned responsibilities
8. Provides adequate information, plans, and materials for substitute teacher
9. Maintains accurate, complete, and appropriate records and files reports promptly
10. Attends and participates in faculty meetings and other assigned meetings and activities according to school policy
11. Complies with conditions as state in contract

C. Demonstrates professional practices in teaching

1. Models correct use of language, oral and written
2. Demonstrates accurate and up-to-date knowledge of content
3. Implements designated curriculum
4. Maintains lesson plans as required by school policy
5. Assigns reasonable tasks and homework to students

6. Participates in professional development opportunities and applies the concepts to classroom and school activities

D. Acts in a professional manner and assumes responsibility for the total school program, its safety and good order

1. Takes precautions to protect records, equipment, materials, and facilities

2. Assumes responsibility for supervising students in out-of-class settings

3. Demonstrates appropriate personal contact while in performance of school duties

4. Assumes a role in meeting the school's student achievement goals,

including academic gains of students assigned to the teacher

5. Observations of the teacher by the Director and Academic Coordinators, in addition to those assigned colleagues from the same department, at other times as appropriate

(Other duties and responsibilities prescribed by local school or system such as, but not limited to: lunchroom, homeroom, hall, playground and other supervisory duties)

E. Student Learning

1. Have direct classroom responsibility for planning, delivering and evaluating a learning and teaching program in the context of the learning community

2. Ensures students are involved in active learning with correctional support through differentiation strategies of teaching and learning

3. Imbeds informative feedback to students on their academic performance and approaches to learning in the everyday implementation of programs

F. Stakeholder Relationships

1. Develop and maintain a highly functioning professional relationship with each student

2. Report learning expectations and student academic progress to families and the senior leadership team according to school guidelines

3. Ensure a family connection with each student's learning with the General Administration

4. Positively contribute to the School Improvement Plan

5. Positively contribute to the creation, implementation and evaluation of Program

Checklist for Primary and Secondary Teachers – must have/do

1. A copy of correct updated subject curriculum
2. Relevant subject textbooks,
3. Subject resources,etc.
4. Cambridge website teacher logins
5. Copies of all past papers from the Cambridge Teachers Support Website
6. Annual Plan for 123 teaching days
7. Term Plan; term 1 - 76 days; term 2 - 47 days; term 3 - 41 days
8. Daily Lesson Plan
9. Schedule Plan of all end of unit tests
10. School Management System on a daily basis; Daily attendance and homework; weekly feedback to parents
11. Schedule and hold face-to-face meetings with parent and students in first 2 weeks (Homeroom teachers)
12. Individual Student Study Plan
13. Extra-Curricular Activity Plan
14. Teacher and Staff Handbook

Checklist for High School Teachers – must have/do

1. A copy of correct updated subject curriculum
2. Copy of subject learner guide (when available on cie website)
3. Copy of past exam papers
4. All relevant subject text books
5. All relevant subject resources: Biology, Physics, Chemistry etc.
6. Cambridge website teacher logins
7. Copies of all past papers
8. Subject/Course Annual Plan - 123 teaching days
9. Term Plan: term 1 - 76 days; term 2 - 47 days; term 3 - 41 days
10. Daily Plan
11. Schedule of all end of unit tests
12. School Management System; Daily attendance and homework; weekly feedback to parents
13. Schedule of face-to-face meetings with parent and students in

first 2 weeks (Homeroom teachers)

14. Student/Individual study plan
15. Invigilation during internal and external exams
16. Teacher and Staff Handbook

Supervisory Teacher's Duties

1. All the supervisory teachers must have a short meeting with supervisory administrator near the school entrance at 08: 00.
2. All the supervisory teachers should have their designated area to supervise.
3. The day should begin with morning duty.
4. Supervisory head should be at the entrance greeting students.
5. One assigned teacher should check the classes in the first floor whether they are ready for the day for e.g. the lights are switched on and the windows are open.
6. The cleanliness of students' WC must be checked by assigned teachers.
7. Assigned teacher should check the outside premises whether it's clean and ready for the day.
8. The other two teachers must check the classes in the second floor.
9. Every break time all supervisory teachers should be out in their designated area of supervision.
10. During the school lunch time one teacher should stand at the cafeteria door and the others must be in the cafeteria.
11. Supervisory head should check whether clubs are being conducted.
12. During the school dinner time one teacher should stand at the cafeteria door and the others must be in the cafeteria.
13. Supervisory head should send all students from cafeteria to SELF STUDY at 17:00
14. Other supervisory teachers should check the classrooms whether self-study supervisory teachers are in the classroom. If the self-study supervisory teachers are not in the classroom, inform the Supervisory head.

15. After lessons, supervisory head along with a teacher must be at the main gate and one must be at the back side of the school.
16. Other teachers must check if all classes are in order.
17. If there is a dirty room they should inform the homeroom teacher of that class.
18. Make sure that we don't forget to write in the supervisory register.
19. Supervisory teachers may leave the school at 17:15.

Discipline Procedures (including termination of employment)

The purpose of the discipline procedure is to provide a means of correction, not punishing. The School shall have the right to discipline or discharge an employee for justified cause. Some causes for discipline or dismissal are: (Listed alphabetically and not necessarily in order of importance).

Insubordination

Conduct reflecting adversely upon the school

Incompetence

Negligence

Dishonesty

Excessive absenteeism Falsifying school records

Fraud in securing a position

Reporting for work under the influence of alcohol or narcotics

The use of alcohol or narcotic while in duty

If it appears that an employee has failed to perform his/her work, or conduct himself/herself in accordance with requirements, the immediate supervisor shall take initial disciplinary action in the form of an oral discussion and/or written warning. If the problem continues, a more formal discussion should take place. This more formal discussion should be confirmed by a letter to the employee, which is sufficiently detailed to let him/her know how he/she has failed to meet standards. The letter should also advise the employee, in general terms, of the possible consequences of continued substandard performance.

A copy of the letter of reprimand should be sent to the Director's Office for the personnel file. It should bear the employee's comments, if any, and his/her signature. The employee signature on the reprimand is only to indicate receipt and not necessarily that the

employee agrees with the contents of the reprimand letter.

If there is insufficient improvement within a reasonable period of time and the Director determines that termination is in order, thirty days written notice if such termination shall be given the employee. During this period, an employee shall be allowed reasonable time off to seek another position.

The following acts of employees shall be deemed sufficient cause for dismissal:

Conviction of a criminal offense or misdemeanor involving moral turpitude or a felony of any nature.

Willful violation of any provisions of the policies and procedures of the School in general and those specific policies and procedures attendant to the respective organizational position held by the employee; or an attempt to or commission of any act or acts intended to nullify or mitigate any of the provisions thereof.

Conduct unbecoming to an employee of the School.

Violation of any lawful and reasonable regulation or order, or failure to obey any lawful or reasonable direction made and given by a superior where such violations or failure to obey has or could possibly result in loss or injury to the school or any department or component contained therein.

Intoxication or under the influence of intoxicants or narcotics, while working, or while representing the School in an official capacity.

A mental or physical ailment, malady or defect, which incapacitates said employee to a degree that the employee cannot carry out his or her prescribed duties.

Acts which amount to insubordination or disgraceful conduct while on duty.

Wantonly offensive conduct or language towards the public, school employees, students or visitors.

Incompetence, negligence or inefficiency to such an extent that his/her performance ratings fall below a reasonable minimum standard prescribed in accordance with these rules.

Is careless or negligent with the property of the School or steals, intentionally misplaces or misuses equipment, materials, property or any other thing of value belonging to the School or any component thereof.

Has taken any fee, gift or other thing of value in the course of his work or in conjunction therewith for special consideration in the admission of students.

Intentional falsification of time records, or failure to report absences from duty to his or her respective superior in accordance with the prescribed procedures.

Has been absent without leave for more than 3 days.

Habitual tardiness or absence from work.

Is continually antagonistic in his or her attitude toward his or her superior or fellow employees, criticizing orders or rules issued and policies adopted by said superiors, or so conducts himself/herself as to interfere with the proper coordination of the employees of the School to the detriment of the objectives to be accomplished.

If evaluation of the services of a professor or teacher, made in accordance with system and rulings previously approved by the Ministry of Education, proves those services to be deficient, the worker can be dismissed.

TECHNOLOGY ACCEPTABLE USE POLICY

UWIS, committed to allocating both time and resources to technology, uses computers throughout the school to support learning at all levels. Students, faculty and staff are expected to master basic computer skills and increase their productivity through the use of technology for communication, research, analysis, and synthesis.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, UWIS supports and respects each family's right to decide whether or not to apply for access. To gain access, all students and their parents or legal guardian must sign the letter of acknowledgement and return it to school.

Internet and Technology Rules

Students are responsible for good behavior on school computer networks just as they are in a classroom, library or hallway. Communications on the network are often public in nature.

General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others.

Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - not a right. Access entails responsibility.

Individual users of the UWIS's computer networks are responsible for their behavior and communications over those networks. Network administrators and/or teachers may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should understand that files stored on school servers and computers are not private.

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media. As outlined in the student handbooks, the following are not permitted:

Intentionally sending or displaying pictures or words which are racist or sexually explicit.

Using obscene language in e-mail or web pages.

Harassing, insulting or attacking others.

Intentionally damaging computers, computer systems, computer networks, and any other school technology equipment.

Violating copyright laws. Using another's password.

Trespassing in another's folders or files. Intentionally wasting limited resources. Employing the network for commercial purposes.

Extended chat time that prevents fair student access. Non-educational online game usage is prohibited.

Students may not put non-educational material in the hard drives.

Students may not put programs in the hard drives.

Students may not download material into the hard drives.

Students are responsible for the equipment (s)he uses.

Violations may result in a loss of access as well as other disciplinary or legal action.

The use of the Internet connection is designed for educational purposes only and not for entertainment. UWIS educators and librarians will monitor usage as appropriate to determine if the Internet materials accessed are suitable for the educational area.

User Agreement

As a user of the UWIS computer network, I hereby agree to comply with the above stated rules for using the Internet, networked and stand alone computers and other school technology equipment.

As the parent or legal guardian of a minor student, I grant permission for my son or daughter to use the school's computers and other technology equipment, and access networked computer services such as electronic mail and the Internet. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of the use of the Internet at home- setting and conveying standards for my son/daughter to follow when selecting, sharing or exploring information and media.

CHARACTER EDUCATION PROGRAM

In accordance with its original charter program, United World International School (UWIS) has chosen to provide a character education program. A program offered must

(1) stress positive character traits;

- a. Integrity;
- b. Respect;
- c. Caring;
- d. Tolerance;
- e. Responsibility;
- f. Perseverance;
- g. Self-Discipline.

(2) use integrated teaching strategies; and (3) be age appropriate.

UWIS has determined that Character.org's 11 Principles of Effective Character Education ("11 Principles") comply with its charter program. As such, UWIS will implement the Character.org 11 Principles as its character education program's blueprint and each campus will adopt the Character.org 11 Principles as the blueprint of its character education program with involving its Character Education Committee Members.

PURPOSE OF THE PROGRAM

UWIS adopts Character.org's definition of character education: "character education is the intentional effort to develop in young people core ethical and performance values that are widely affirmed across all cultures." An effective character education program includes input and participation from all stakeholders in a school community, including students, parents, educators, and community leaders. An effective character education program must also be implemented throughout all aspects of the school, including school climate, culture, teaching, and learning.

Character education encompasses a broad range of concepts, strategies, and programs to support positive character development. Character education helps students understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. A comprehensive approach to character education promotes the intellectual, social, emotional, moral, and ethical.

CHARACTER EDUCATION PROGRAM helps young people become responsible, caring, and contributing citizens.

The aims of education are to support the growth of pupils' whole personality. The cognitive goals of education are to strengthen study skills and thinking skills of pupils. The effective and social goals of education are met by providing socio-ethical and aesthetic education alongside the conventional learning of facts.

Keeping these in mind, a strong character education program will be implemented at all grade levels.

THE PROGRAM IMPLEMENTATION REQUIREMENTS

1. The character education program does not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.
2. Each campus shall form a committee that consists of an administrator, a teacher, a staff member, a student, a non-staff parent, and a community member.
3. Each campus shall select its core values from the UWIS core values with input from all its stakeholders including parents, students, staff members, and possibly community members. UWIS core values are: Integrity, Respect, Caring, Tolerance, Responsibility, Perseverance, Self-Discipline.
4. Each campus principal shall ensure that the Character.org 11 Principles are satisfactorily implemented and all the necessary tools and resources are provided to all stakeholders for implement the program with fidelity.
5. Core values appear in the school building, in the school vision and mission statements, goals, on the school website, in the faculty and student handbooks, in the discipline code (school wide and classroom), in newsletters sent home, and at school events to promote a community of adults and students based on a commitment to ethics and excellence.
6. The character education program shall be infused in all aspects of the school day including classes, procedures, meetings, and extracurricular activities.

7. Each campus Character Education Program may vary from one another based on the campus specific needs and their Core Values. Adopted Classroom Applications (Exhibit A) may be used as reference to enrichCharacterEducationProgram.

THE CHARACTER.ORG 11 PRINCIPLES FRAMEWORK

The 11 Principles are:

Principle 1: The school community promotes core ethical and performance values as the foundation of good character.

Principle 2: The school defines “character” comprehensively to include thinking, feeling, and doing.

Principle 3: The school uses a comprehensive, intentional, and proactive approach to character development.

Principle 4: The school creates a caring community.

Principle 5: The school provides students with opportunities for moral action.

Principle 6: The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.

Principle 7: The school fosters students’ self-motivation. Principle 8: The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.

Principle 9: The school fosters shared leadership and long-range support of the character education initiative.

Principle 10: The school engages families and community members as partners in the character-building effort.

Principle 11: The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.

The attached exhibit to this policy includes detailed information about the 11 Principles program and framework.

THE SCHOOL OF CHARACTER DESIGNATION

Each campus shall apply for the national School of Character designation awarded by Character.org. By 2024, each UWIS campus and district should be named as a School of Character, respectively, by Character.org

CURRICULUM INTEGRATION

The Core Values shall be integrated into the daily curriculum in a meaningful way through selected teachable moments that correspond with the content being taught throughout the course of the year because character education is not a separate subject but rather connects to all of life.

STUDENT INVOLVEMENT

Each campus shall provide opportunities for students to participate in the planning and implementation of campus & district-wide character education activities.

STUDENT RECOGNITION

Each campus shall adopt a process for recognizing students who display good character traits.

PARENT AND COMMUNITY INVOLVEMENT

Campuses will pursue partnerships with parents, local businesses, community, and city agencies to help promote positive character education program and support campus- wide implementation. Each campus shall adopt a method to inform parents and the community about character education activities at school such as newsletters, calendars, websites, and student handbooks and suggest ways in which parents can become involved in the home or at school.

Adopted Parent Involvement documents will be shared with parents. Parents should be given opportunities to be taught about parental involvement into good character development of children through campus Parent Academy Programs.

CHARACTER EDUCATION PROGRAM EVALUATION

Each campus will administer a Student/ Parent/ and Staff School Climate Survey in the Spring of each year to evaluate its Character Education Program's effectiveness. The campus Character Education Program Committee will review the Survey data and develop a plan to address the emerging needs for including some goals/priorities into its CampusImprovementPlan(CIP).

Checklist for Primary and Secondary Teachers – must have/do/read

1. A copy of correct updated subject curriculum
2. Relevant subject textbooks,
3. Subject resources, etc.
4. Cambridge website teacher logins
5. Copies of all past papers from the Cambridge Teachers Support Website
6. Annual Plans for teaching days
7. Weekly Lesson Plans
8. Teacher and Staff Handbook and Student Handbook (must also be read carefully).

To: Mr. Veli Chetin

From: (Name of Employee) _____

I, _____, acknowledge that I have read, understand and accept this offer and the terms and conditions contained in this Teacher and Staff Handbook, and agree to be bound by the terms and conditions of employment as outlined in my contract.

Signature:..... Date:

(To be given to the director)

**UNITED WORLD INTERNATIONAL SCHOOL
LEAVE REQUEST FORM**

EMPLOYEE NAME _____ DATE FILED _____
TYPE OF LEAVE: EMERGENCY MEDICAL PLANNED/OTHER(at least 1 week
notice)
REASON _____

DATE/S OF ABSENCE _____
From _____ To _____

IF MEDICAL, with doctor's certification YES NO
IF EMERGENCY, date leave was taken _____
IF MEDICAL, PLANNED/OTHER,
 lesson plan provided
 materials and activities provided
 other requirements, as needed

NOTED/APPROVED BY _____

UWIS Primary/Secondary Program Coordinator

UNITED WORLD INTERNATIONAL SCHOOL CHILD PROTECTION AND SAFETY PROCEDURES

I. Introduction

Aligned with its mission statement, UWIS must recognize its reliance on measures to ensure the safety of its students and enforce protection guidelines in all circumstances where risks and hazards are present and where a child's existence will be threatened. To enable the instructional team and leadership to effectively implement child safety and protection procedures, a clear understanding of their importance and the strategies and approaches to address safety issues must become a part of every teachers' consciousness if they are to truly provide safe and nurturing learning environment for the child.

With our school's membership as a Cambridge center and as a member of the European Council of

International Schools, we are putting concerted and committed effort to ensure that the requirements and expectations for rigor in our curriculum will be met. This means ensuring that our curriculum offerings and programs meet international education standards and that each and every student at our school is provided fun, meaningful and relevant learning experiences that will equip them with knowledge, values and skills for their successful roles as global citizens. Staff qualifications and recruitment practices and other school safety practices will be observed and implemented; e.g. verification steps during the staff recruitment process, emergency evacuation drills, staff training on child protection, health and hygiene checks and other similar measures (detailed in the attached work plan) are all geared towards a successful implementation of our school's child protection procedures. We believe that while our school can be caught up in the pressures and challenges of meeting educational needs and standards of academic excellence, there is an equally increasing demand to address safety issues common to a child's daily life at school. It can be anything from an incident in the playground, a conflict with another child, unhygienic food handling, etc., these and other examples can add to a growing list of familiar circumstances of a neglect in focus on child safety.

The *Child's Rights Convention 1989* delineated what constitutes a child's basic rights and serves as a guide to understanding what the child must be protected from, and their well-being promoted. As we clarify what safety issues are, the awareness of their degree or extent is similarly crucial. Knowing this will help determine the frequency of emergency drills, building safety inspection, and other similar measures. How we deliver instruction that takes these components into consideration will help our students feel nurtured, valued and supported.

II. Categories of Child Safety and Protection Components

A. Physical safety of the school environment- awareness and development of regulations for detecting risks and hazards, including 1. regular conduct of drills for incidents that require emergency evacuation (fire, earthquake, lockdown (as needed), etc. Providing facilities and resources for the effective implementation of safety procedures mentioned above

2. development of a school child safety and protection handbook

B. Health and hygiene practices - regular upkeep of bathrooms, cafeteria, classrooms and food handling practices C. Use of technology and social media - parental consent for the use of gadgets at school and using the child's photo in the school's website D. Socio-emotional concerns- threats, aggression and bullying, reports of abuse (domestic or from other origins) E. Confidentiality and equity in addressing learning and other special needs

F. Staff recruitment – background checks and selection process meeting international curriculum standards and child safety practices

G. Rigor in curriculum standards and practices- improvement of curriculum standards through staff development programs, etc. H. Involvement of the school community in developing awareness on child safety and protection practices

III. UWIS CHILD SAFETY AND PROTECTION WORKPLAN- For Implementation Beginning AY 2021-22

CHILD SAFETY COMPONENT	DETAILS	MATERIALS	IN CHARGE	TIMEFRAME / STATUS	REMARKS
<p>Emergency Evacuation Drills</p> <ul style="list-style-type: none"> -fire -earthquake lockdown - school incidents 	<p>See UWIS Safety Procedures for Fire and other Emergency Situations ©</p>	<p>Fire extinguishers, updated class lists, fire alarm, updated building plan with primary and secondary exits</p> <p>Incident report</p>	<p>Emergency Officers/Principal</p>	<p>1x per term and at start of the school year</p>	<p>Evacuation plans needed in classrooms; first aid kits in buildings</p>
<p>Health and Hygiene Practice</p> <ul style="list-style-type: none"> - Bathrooms, cafeteria, classrooms, building facilities to provide ample space for movement, recreation and sports - Provision of healthy and nutritious cafeteria food 	<p>Upgrading facilities to include safety procedures</p> <p>Library, Outdoor/Indoor sports areas, etc.</p> <p>Updated school menu</p> <p>School admission form to include medical information on medical condition of a child that may be triggered while at school</p>	<p>School cafeteria secures food handling license, cleaning materials regularly supplied, doctor or school nutritionist monitor cafeteria menu to comply with health standards</p> <p>Require parents to provide and update</p>	<p>Building Maintenance Officer</p> <p>School Doctor in the absence of a nutritionist</p> <p>Admissions Officer School Doctor</p>		

<p>- Alert for children with allergies and other illnesses</p> <p>- Staff First Aid Training</p>	<p>To be conducted on a regular basis</p>	<p>student medical information of</p> <p>School Safety Officers to attend the workshop in _____</p>	<p>School Doctor</p> <p>Red Cross</p>		<p>Team trainings from staff who attended the 1st aid workshop</p>
<p>Use of Technology and Social Media in UWIS</p>	<p>School admission form includes parent consent for</p> <ul style="list-style-type: none"> - Use of the child's photographs on school website - Consent for Digital Citizenship and use of student photos for school website 		<p>IT Officer Program Coordinators</p>		<p>To implement department-wide</p>
<p>Cyberbullying</p> <p>Using a child's photo on a teacher's social media post</p> <p>Child Abuse</p>	<p>Integration in the curriculum of safety practices with regards socialization, personal, and other ethical practices</p> <p>Awareness and prevention -reporting and monitoring systems</p>	<p>Discipline Code</p> <p>Conduct of Character Education and PSHE lessons</p> <p>School Handbook on Policies</p>	<p>School Psychologist/Coordinators Teachers</p> <p>Safety Officer</p>	<p>Note: Annual Plans to reflect the topics</p>	<p>All-school discipline policy regularly reviewed and disseminated to all staff, students and parents</p>

Bully Prevention		School Psych/ Parliament/Teachers			
Socio-emotional Issues - aggression, threats - special learning needs	School admission form includes medical information on illnesses and needs that may impact learning and socialization	Documentation forms; i.e. incident reports Positive behavior practices emphasized Psychological and personality tests conducted by the SP	Homeroom Teachers Program Coordinators School Psychologist (SP)		
Confidentiality - Handling confidential documents and information	Safety of student information from admission to date - CCTV usage observing confidentiality regulations	School Handbook on Child Safety Procedures -reflects staff and school philosophy on child safety and procedures in place	Principal/ Instructional Team Coordinators /Admissions Officer		
Building Safety and Maintenance -safety of facilities at any given time - entry and exit procedures	Ensuring all facilities are safe and well maintained; absence of any objects that are safety hazards Entrance and exit points follow safety procedures and strict compliance is observed students leaving the school premises	Access path for PWD's, inventory and maintenance checklist Visitor log and badge Admission form information on who are authorized to take the child out of the school aside from parent/guardian	Building Maintenance Officer, Safety Officer		School teachers and non -teaching staff awarded certificates for participation

Maintenance of Curriculum Standards	Evaluation mechanisms in place - Development and regular implementation of staff development program	Staff Development Program Meets program-specific and over-all school curriculum needs and outcomes	School Principal/Curriculum Coordinator, Program Coordinators	Ongoing	To include review of current curriculum plans and checks for international standard procedures
Staff Recruitment Procedures - Rigorous checks for qualification and background	Observance of procedures for recruiting both local and international hires; i.e. required qualifications (minimum requirements for international school standards) and relevant work experiences	Hiring and Recruitment Selection Criteria, Verification Updated Staff Profile – mirrors qualifications to meet international curriculum standards for teaching and learning	School Principal, Licensing Officer/ Verifier /		

III. Role of Parents and the School Community

Parents play an important role in the effective implementation of child safety and protection procedures. Their support, partnership and collaboration are needed in ensuring the consistent and effective delivery of the school safety procedures. The availability of brochures and information packets in languages spoken by majority of the parents, as well as involving them in staff workshops and trainings on Child Safety Procedures will be beneficial. Available support programs from community resources may be tapped, such as UNICEF, Medicines Sans Frontiers, Red Crescent and/or other local branches of community services.

Admin Directory

Nº	First name	Surname	Position at school	Who is he/she responsible to?	What does he/she do?	E-mail
1	Aiperi	Zhakypova	Admissions Officer	Director, SMT	Admission Info & Process	a.zhakypova@uwis.edu.kg
2	Aisuluu	Azatova	Students Service	Director, Heads of Schools	School official documents issues	a.azatova@uwis.edu.kg
3	Ali	Yildiz	Lower Secondary Coordinator Grades7-8	Head of Secondary	Academic & Behavioural Issues	a.yildiz@uwis.edu.kg
4	Anara	Rysbekova	Liaison Officer for Ministry of Education, HR	Director	Issues related to official documents	hr@uwis.edu.kg
5	Atabek	Akbalaev	Exams Officer	Head of Secondary	External Exams	a.akbalaev@uwis.edu.kg
6	Burulcha	Askerbekova	Social Events Coordinator	Director, Heads of Schools	Extra Curricular Activities	b.askerbekova@uwis.edu.kg
7	Dilmurad	Daliev	Lower Secondary Coordinator for Grade 6/ Head of PE, Art and Music	Heads of Schools	Behavioural, Sports & PE Issues	d.daliev@uwis.edu.kg
8	Gulmira	Tulekova	Doctor	Director, SMT	Health & Safety, Insurance Issues	
9	Gulshan	Almasbekova	Head of Science Department	Head of Secondary		g.almasbekova@uwis.edu.kg
10	Iluminada	Wiman	Head of Primary School	Director	Primary School Matters: academic/ curriculum/ teacher development	a.wiman@uwis.edu.kg
11	Saikal	Dzajhypova	TA Coordinator	Head of Primary	Assists Primary Head, supervised Tas	s.dzhakypova@uwis.edu.kg
12	Elmura		Lab. Assistant	Heads of Schools	Lab Issues	k.kurmanbekova@uwis.edu.kg
13	Marat	Nurtazin	Kitchen Manager	Director, SMT	Cafeteria Issues	cafeteria@uwis.edu.kg
14	Mehmet Nazim	Tola	Head of Secondary and IGCSE Coordinator	Director	Academic & Behavioural Issues	n.tola@uwis.edu.kg
15	Samara		Head of Maths & ICT Department	Head of Secondary	International Olympiads	m.gapparov@uwis.edu.kg
16	Begim	Abdykparova	Head of Social Sciences Department	Head of Secondary		m.stilwell@uwis.edu.kg
17	Mira	Sadyrova	A Levels Coordinator & Head of English Department	Head of Secondary	Academic & Behavioural Issues	m.sadyrova@uwis.edu.kg

18	Nazgul	Djeenbaeva	Lawyer	Director	Legal & Visa Issues	lawyer@uwis.edu.kg
19	Ruslan	Narynov	Transport/Maintenance/Security Manager/ Safety officer	Director, SMT	Bus, Maintenance, and Cleaning Staff	r.narynov@uwis.edu.kg
20	Saida	Kaipova	Character Education	Director	Character Education	s.kaipova@uwis.edu.kg
21	Aleksandra	Shirnina	College Counselor/ Intepreter/SAT Exam Officer	Head of Secondary	Career & College Counselor	a.shirnina@uwis.edu.kg
22	Talantbek	Sapitov	Expat Liaison Officer/ School Counselor	Director/Head of Secondary	Insurance Issues, College Counselor	t.sapitov@uwis.edu.kg
23	Talantbek	Sherimbaev	Supply manager	Accountant	all school needs	
24	Urmat	Tashmatov	IT Manager	Heads of Schools	IT & Technical issues	support@uwis.edu.kg
25	Veli	Cetin	Director	<u>SAPAT International Ed Institute, Ministry of Education</u>	Whole School Issues after the incumbent person	<u>v.cetin@uwis.edu.kg</u>
26	Zhibek	Nazaralieva	Director's Secretary	Director	School official documents issues	info@uwis.edu.kg
27	Ulukbek	Nazarov	Coordinator of Parents Teachers Association	Director		
28	Ulf	Wiman	Education and Training Officer	Heads of Schools		
30	Meerim	Ryskulova	School Psychologist for Primary	Head of Primary		
31	Maria		School Psychologist for Secondary	Head of Secondary		
32	SAFETY	OFFICERS	will be chosen by SMT	?????	Coordinate and lead school fire and emergency evacuation	
33						
34						